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ABSTRACT

The five sections of this handbook contain reading tutor training materials, with each section listing behavioral learning objectives specific to a particular instructional situation. The first section defines the role of the tutor, sets forth general principles for successful tutoring, presents examples of interest inventories for elementary and secondary students, and identifies reading readiness skills. The second section briefly describes the language experience approach (LEA) to reading, suggests specific LEA activities, identifies reading skill areas, offers several ways to identify reading level, and suggests using oral and directed reading lessons. The third and fourth sections present specific lesson plans for teaching word recognition and for teaching reading comprehension and study techniques, while the last section focuses on preparing and using instructional aids such as audiovisual materials and learning centers. (AEA)

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Tutor handbook

Reading Effectiveness Program

Division of Reading Effectiveness
Indiana Department of Public Instruction
Harold H. Negley, Superintendent

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SESSION I

TUTORS IN READING

SESSION I

TUTORS IN READING

The Role of the Tutor

Objectives:

The tutor's role is to provide the encouragement and support of a friend.

1. The tutor will help the child to develop a positive self concept by complimenting him on his appearance, thinking and school work.

2. The tutor will show her acceptance of the child by listening to what he has to say.

3. The tutor will help the child to develop a positive attitude toward learning (to think of himself as a person who can learn) by giving him, in consultation with his teacher, learning tasks that he is able to perform and by telling him he has performed them well.

4. The tutor will not berate the child for his mistakes, but will encourage him to respond to materials of ever-increasing difficulty by being receptive to his efforts.

Relations with Staff and Tutees

Objectives:

1. The tutor should be able to list at least three appropriate topics for discussion with a child.

2. The tutor should be able to make suggestions that are helpful to the child.

3. The tutor should be able to select suitable and unsuitable behaviors for a tutor.

4. The tutor should be able to list at least three methods for motivating a child.

Giving an Interest Inventory

Objectives:

1. The tutor should be able to list three or four reasons for giving an interest inventory.

2. In his first meeting with the child, the tutor should be able to administer an interest inventory in a relaxed manner.

3. The tutor can list at least two activities that he and the teacher could plan from the results of an interest inventory.

Prereading Activities

Objectives:

1. The tutor will be able to name four skills important to readiness to read.

2. The tutor will be able to play at least three or four games with a child that will help develop some aspect of readiness.

WHAT DOES A TUTOR DO?

Goals of a Tutoring Program:

Children who have trouble learning to read can be helped when they have the close personal attention of a tutor. One tutor working with one child is what is called the "one-to-one" plan. The purpose of the Reading Effectiveness Division's tutor training program is to bring to each child who is having trouble learning to read a trained tutor to give him the right kind of help. The tutor will:

1. Help get the child interested in school by planning lessons about the things they like to do and are able to do well.

2. Help the child to feel better about himself and how well he can work in school by making sure he succeeds at whatever work is planned for him. Nothing succeeds like success.

3. Making reading fun by being enthusiastic!

4. Provide many different activities to keep the child interested.

5. Help the child overcome his fear of making mistakes by making him understand that you are interested in his success and by telling him that he is doing well.

6. All of the above goals will contribute toward upgrading his reading skills.

Characteristics of Children Who Have Problems Learning to Read:

The child who will be in the tutoring program will be the one who has problems learning to read. Knowing some of the reasons why he may be having trouble will help you to work with your child. Not all of these characteristics will apply to all children, but your child may have one or more of them. Remember, though, that it is possible for children to have reading difficulties without showing any of these characteristics.

Often these children have:

1. Difference in Language. Reading written words depends on a whole set of language skills which the child learns from his home, his family and his friends before he ever comes to school. Very few families ever talk to each other in the kind of words and sentences the children are expected to read in most basal readers. Most mothers do not really shout "Run, Spot, run!" So the differences between the words and sentences the child knows how to use in his everyday talk and the ones he is expected to read may be a big problem for him.

2. A Bad Opinion of Themselves. Lots of children who have reading problems have been told over and over again that they are stupid and that they cannot do things right. Time and time again, the best job they were able to do has not been good enough to make the person for whom they were working happy. Pretty soon, they begin to believe that they really cannot do anything right. We all have days like this; imagine how discouraging it would be to feel that way all the time! Very often, if a child does not do very well in school to start with, he decides he is hopelessly dumb, gets depressed, quits trying, and drops farther and farther behind his class.

3. Nothing in Common With School. Many children who do not do well at school have nothing in common with their schools. This fact affects them in two main ways. First, the world they are asked to read about in their textbooks seems very far away from the world they experience outside the classroom. If they have never seen a cow, a story about a farm will not have much meaning for them. Or, if they come from the country, a story about a factory in a big city will be hard to understand. Second, the things that they are asked to do in school seem to have no place in their "real" lives. They may look at reading as "square" and wonder if reading can ever be of any use to them. Unfortunately, they have probably heard school put down as stupid and time-wasting, and they may think of it as just another way the grown-ups, the cops and the government try to run their lives.

4. A Need for a Pay-Off Now. One of the most powerful tools the school uses with children is the grading system. A child who has never had good grades or much praise from his teacher may have a difficult time understanding why he should put aside something that is fun right now in favor of something that might be nice sometime later. Many of the children with whom you will be working will feel that if something does not "pay-off" right now, it will not pay-off at all.

5. Emotional Problems. Many children who have learning problems also have emotional problems. Perhaps their parents argue a lot; or perhaps they do not live together. Maybe the child is sure that no one loves him. A child who has moved often and gone to many different schools may suffer, too. Problems of this kind often interfere with reading.

General Principles of Successful Tutoring:

There are some things you have to be able to do in order to be a successful tutor:

1. Get to know and like the child.

2. Try to find out what interests him.

3. Be sure he succeeds, since, if he succeeds, he will feel good about himself.

4. Praise with sincerity is a strong motivator.

5. Variety in activities keeps the sessions from becoming boring. Many short activities are better than one long one.

Getting along with the child: Be yourself; it will take time and patience for you both to feel comfortable and friendly. Remember, fun and laughter help.

Suggestions:

1. What a person is called is very important to him. Make sure you say the child's name the way he wants it said.

2. Make sure your student knows your name. Write it, along with your address and telephone number, on a card for him to carry with him.

3. Show your student that you are interested in him as a person. Ask him about himself:

   What does he like to do?
   Who are his friends?
   What is his family like?
   What are his hopes and dreams?

4. Try not to be absent or late for tutoring sessions. Let the student know if you can't be there. He will be watching closely to see whether or not you show up every time.

5. A few minutes of easy talk is a good way to begin. Listen to what the child has to say. Pay attention to him.

6. If possible, invite your child to go with you on trips or errands outside the school. Make this child your special friend.

7. Find out what interests the child:

   a. If the child likes you, his desire to please you will help him to learn.

   b. Children like to do what interests them. Because you will be working with only one child at a time, you can work with things that really interest him.

   c. How do you find out what interests him?

      (1) Talk to him. Listen to him.

(2) Show him pictures and let him pick out the one he likes best and tell you about it.

(3) Line up a few simple toys and let him tell you about the one he likes best.

(4) Begin a story and let him finish it. He can think of an ending to tell you.

(5) If he brings something to you, show interest in it and let him tell you about it. (It might be a bug, a rock, a piece of glass, etc.)

(6) Children like a pat on the back or a hug. Other rewards might be a star on a chart or a piece of candy, a chance to do something special or a prize. These rewards should be given, but only when children know that they really did succeed in doing a lesson well. If you are a good tutor they will succeed in every lesson and will deserve a reward. The prizes could be saved for extra effort and especially good work.

Making Sure the Child Succeeds:

Even something as simple as having the child repeat a word after you have said it to him gives him a feeling of success. Here are some steps for making sure he succeeds:

Step 1. Begin by asking the child to do something you feel sure he can do.

Step 2. Praise the child for his success. Let him know you expected him to succeed by saying: "I knew you could do it."

Step 3. Move to the next lesson. Make sure it is only a very small move. Do something that is not much harder than the first step.

Step 4. If the child does that well, praise him and move on. If not, try something easier. If, for example, you had showed the child the word "there" and he read it as "that," you say "there" (without telling him he was wrong) and then ask him to repeat it. When the child says "there," praise him and move on.

Step 5. Always end the tutoring time on a pleasant note. Play a game - give praise or a special reward.

Helping the Child Feel Good About Himself:

If a child thinks that he cannot learn school subjects, he probably won't learn them. Many children come to school with the idea that

they are "dumb" and can't learn. It is hard for a teacher to give the one-to-one attention needed to change this idea.

Psychologists and sociologists tell us that the ideas a person has about himself depend on what he sees and hears about himself from others. Children begin to "be" what they think other people think of them. If a child is told he is "dumb" or "slow" or that "he never gets anthing right," he will begin to think of himself as a stupid person who cannot learn. As a result, he may not learn.

Your job as a tutor is very important. You must try to show that you think the child can learn and that he is a good learner. A warm, friendly feeling between you and the child will say that you know the child is an important and worthwhile person. When you allow a child to succeed, you are showing your faith in his ability. When you praise the child for his work and give him small rewards, you are showing him that he can do well in school.

Some of the Activities in Which a Reading Aide May Engage:

1. Read aloud to pupil (material at their instructional level and at their listening comprehension level).
2. Give flash drill with sight words.
3. Play word recognition games with pupils to reinforce skills.
4. Have pupils read orally to you (this should be from a supplementary book that isn't used in the regular reading class).
5. Supervise taped stories and develop a comprehension exercise that has been prepared by the teacher.
6. Practice oral reading for play or puppet show.
7. Dictate words to pupils when an auditory discrimination lesson is taught (if the short vowel sound or blends are being reinforced).
8. Use pictures to develop story sequence, develop vocabulary, and to stimulate verbalization, which may result in a chart story.
9. Prepare reading aids.
10. Make reading charts.
11. Reinforce listening skills through playing phonic records, or stories that have been recorded.

12. Tape the oral reading of a pupil or a small group to develop self-appraisal.

13. Use reading skills films to provide repetition and reinforcement of specific skills.

14. Provide assistance in making dictionaries to develop word recognition.

15. Give phonics drill or play phonics games.

16. Help a child choose a library book.

17. Help with story dramatizations.

18. Help an older child with a special project or report.

DO'S AND DON'TS FOR TUTORS

What a tutor does:	does not:
The tutor praises.	- berate or belittle.
The tutor praises for genuine success.	- offer indiscriminate, useless praise.
The tutor tells the child good things about himself.	- act cold and indifferent.
The tutor accepts the child's speech.	- correct "errors" in speech that are characteristic of the child's dialect.
The tutor tries to understand how the child feels.	- criticize the teacher.
The tutor acts interested in the child.	- miss any tutoring unless he is ill.
The tutor observes school rules.	- allow tutoring sessions to run overtime often, nor does he allow the child to disturb others.
The tutor uses some of his own ideas.	- ignore teacher's suggestions.
The tutor is considerate of teacher's time.	- interrupt teacher's class time unnecessarily.

School Procedures:

1. Check in when you arrive at school.
2. Tutor should be present and punctual on the day or days he is expected. The school should be contacted as early as possible if an aide expects to be absent. (by 8:30)
3. Aides should have a test for TB. Tests are given at local county health departments.
4. Go to the child's classroom to pick up the child so the teacher knows he is with you.
5. Tutors should know and observe safety rules. They should be acquainted with procedures followed in fire drills and policies concerning giving first aid.

6. Tutors should be sure that their manner of dress is appropriate. Apparel similar to teachers is in order. Shorts are not.

7. All personnel should refrain from discussion in public or with the children that reflects unfavorably on the staff of the school or the children. Do not discuss grades or records with anyone but child's teacher.

8. Tutors should not bring treats or gifts to school for their student.

9. Return the child to his room at the appointed time.

10. Tutors should not take a child away from the school grounds during a tutoring session. The teacher or someone in the school office should know where the child is at all times.

11. Any arrangement for an excursion with a child and his tutor should not be made through the school. Private arrangements are sometimes made through the parents.

12. Check with a member of the staff about the use of school supplies and equipment - or the use of the school library.

Guide to Observing in the Classroom:

Observing in the room:

What kinds of materials are available?

Look at bulletin boards and displays to see what kinds of things the children are doing.

Observing the child:

What kind of material does he select?

What are his study habits? Is he intent on his work?

Notice his posture - this is a clue to his self-concept.

Does he seem to have friends among classmates? Is he shy or outgoing?

Does he listen and follow directions?

Does he complete assigned work?

Is he often fidgety? If so, when?

Does he daydream, stare, etc.?

Is he often occupied with activity other than assigned work?

Motivation:

I. Give opportunity for success, since failure negates motivation, and conversely, success is motivating.

II. Give praise for successful efforts. The child must know that he has done well in order to feel successful.

III. Provide a variety of activities, media and subjects. Children need quiet activities and activities requiring movement.

IV. Consider children's interests in selecting activities and subject matter. Find out what children like to do, which TV programs they watch, etc. Choose reading materials and learning activities based on these interests.

V. Choose a subject, activity or medium that children associate with fun.

1. Read cartoons, jokes, instructions on making models, playing ball, performing magic tricks, etc.

2. Read from TV film, filmstrip, transparency, or microfilm.

3. Use games to teach skills.

4. Use drama to teach reading.

VI. Provide opportunities to share, such as interesting books, materials, etc. Interest is contagious. The interest and enthusiasm of the teacher and the other children will help those who are neutral or disinterested to develop a desire to read and to learn, e.g., activities such as plays based on books, art work, transparencies, dioramas etc. are interesting ways of showing books.

VII. Show children that books contain information about things that interest them. Use books in interest centers, e.g., along with a nature display. Display books that tell about interesting subjects.

VIII. Let the children hear good stories and poetry on tapes, records or live from the teacher (or tutor).

IX. Choose literature children like to read. Young children like stories about animals and imaginary tales. Older children like mystery, adventure, sports and hero stories.

INTEREST INVENTORIES

An interest inventory can serve two purposes: (1) to give you some ideas on questions to ask during your first session with a child, and (2) to give information that you can use to plan activities later.

Included in this unit are two interest inventories. One consists of informal questions about the child's interests. The second provides suggestions of activities and stories from which to choose. The second was written for the child from whom it is difficult to get information. If you do not get the kind of information you want from interviewing the child with the first inventory, try some questions from the second one.

Improvisation:

Practice in using an interest inventory informally. Have the tutor pair with his neighbor. One is an interviewer, the other the client (man on the street, etc.) The interviewer asks the questions one ordinarily asks when getting acquainted, i.e., about the families of the people being interviewed, the area in which they live and their favorite activities. Questions in the inventory may be used, but the interviewer should try not to read them like a list. Take some notes on the information you get. If there is time, take turns so that each tutor has an opportunity to be the interviewer.

Examples of questions:

1. Do you have a favorite television show?

2. What kind of stories do you like?

3. Do you like mysteries? Science fiction?

An Interest Inventory:

Use orally or written, depending on the child.

ALL ABOUT _____.

I am _____ years old.

My birthday is _____.

There are _____ people in my family.

I have _____ sisters and _____ brothers.

My favorite color is _____.

The food I like is _____.

At home I _____.

My favorite T.V. show is _____.

At school I like to _____.

I like stories about _____.

I like teachers who _____.

If I could help the teacher, I would like to _____

_____.

I think school is _____.

My favorite sport is _____.

I hope I'll never _____.

I feel proud when _____.

I can't understand why _____.

When I finish school I want to be _____.

The best person in the world is _____.

If I had three wishes, I would wish _____

_____ _____.

After school I like to _____.

My favorite television programs are _____

_____.

My favorite game is _____.

The subject I like best in school is _____.

My favorite sport is _____.

My hobby is _____.

What do you like to read about: Check the words that describe how much you like the activity or story.

	DON'T LIKE	LIKE A LITTLE	LIKE A LOT
stories about real animals	_____	_____	_____
mystery stories	_____	_____	_____
adventure stories	_____	_____	_____
funny stories	_____	_____	_____
comics	_____	_____	_____
science fiction	_____	_____	_____
Jack in the Bean Stalk	_____	_____	_____
Billy Goats Gruff	_____	_____	_____
Cindrella	_____	_____	_____
drawing, painting or coloring	_____	_____	_____
cutting and pasting	_____	_____	_____
doing puppet shows	_____	_____	_____
making model cars	_____	_____	_____
taking pictures	_____	_____	_____
sewing and cooking	_____	_____	_____
doing science experiments	_____	_____	_____
planting gardens inside and out	_____	_____	_____
collecting rocks, butterflies, etc.	_____	_____	_____
playing baseball	_____	_____	_____
playing cards	_____	_____	_____
playing games like bingo	_____	_____	_____
building things	_____	_____	_____

Adolescent Interest Inventory:

A student will be able to read better if he is given materials in which he is interested. Some interest factors are sex, age, intelligence, socioeconomic background and format. Near 9 years of age, boys and girls begin showing varied interests. Girls will read action and adventure stories as well as sentimental writing, while boys will read only adventure books. These interests do not converge until near the end of high school.

Age rather than intelligence is a major factor in determining a student's reading interests. Bright students tend to enjoy the same types of stories as do average students of the same age. In general, young people like stories about people their own age. Adolescents who were deprived of literature during childhood will probably have more difficulty later because of the many references to nursery rhymes and fables in adolescent literature.

Size of print, number of pages, the cover and the title influence many adolescent readers.

The most essential factor in voluntary choice is the choosing of material which relates to the adolescent's background of experiences and which helps him choose personal values or solve problems. Carlsen lists the types of stories enjoyed most by early, middle and late adolescents.*

Early Adolescence (Ages 11-14):

Animal Stories
  Boys tend to prefer stories about animals in the wild.
  Girls tend to prefer stories about animals dependent upon humans.
Adventure Stories
  Preferred by boys.
Mystery Stories
  Boys like the stories in wild and unusual spots.
  Girls like the stories set in familiar locations.
Tales of the Supernatural
Sport Stories
Growing Up Around the World
  Girls are particularly interested in adolescent life in various countries.
Home and Family-Life Stories
  Preferred by girls.
Broad, Bold Slapstick
Settings in the Past
  Girls prefer stories - not historical fiction - which use the setting and life style of times past.

*Robert G. Carlsen, Books and the Teen-Age Reader (New York: Bantam Books, 1967), pp. 25-30.

Middle Adolescence (Ages 15-16):

Nonfiction Accounts of Adventure
  Boys prefer first hand accounts.
War Stories
  Preferred by boys.
Historical Novels
  Preferred by girls.
Mystical Romance
  Preferred by girls.
Stories of Adolescent Life (contemporary stories of adolescents)
  Both sexes like these.

Late Adolescence (Ages 16-18):

Searches for Personal Value
Books of Social Significance
Strange and Unusual Human Experience
Making Transition Into Adult Life

Questionnaire:

1 - like
] - have no feelings about
3 - dislike

Below is a list of different school subjects. Tell me how you feel about each subject by putting one of the above numbers in each blank.

_____ Math

_____ Spelling

_____ Reading

_____ Writing Stories

_____ Science

_____ Social Studies

_____ Music

_____ Art

_____ Physical Education

_____ Health

_____ Book Reports

_____ English

Now do the same thing for activities outside of school.

____ Television
____ Movies
____ Outdoor games
____ Watching sports
____ Hiking and camping
____ Fishing
____ Riding horses
____ Riding minibikes and motorcycles
____ Reading
____ Cooking
____ Hobbies
____ Animals
____ Trips
____ Car races
____ Being with friends

Check the kinds of things you like to read about (as many as you wish).

_____ True life adventure
_____ Animal stories
_____ Hobbies
_____ Science
_____ Western stories
_____ Baseball
_____ Fantasy
_____ Criminals
_____ Murder mysteries

_____ Famous people
_____ Mathematics
_____ Historical tales
_____ Mythology
_____ Poetry
_____ Movie stars
_____ Essays
_____ How to make things
_____ Football
_____ Teen-agers' problems
_____ Nature stories
_____ Scientific experiments

_____ Science fiction
_____ Basketball
_____ Dictionaries
_____ Horses
_____ Space travel
_____ Travel articles
_____ Encyclopedias
_____ Politics
_____ Motorcycles and minibikes
_____ Love and romance
_____ Car magazines
_____ Riddles and jokes
_____ Art and music
_____ Religion
_____ Comic books
_____ Ghost stories
_____ Family stories

Do you read the newspaper regularly: _____

Which parts of the paper are your favorites? Check as many as you like.

news stories
sports
editorials
fashions
society pages
ads for _____

funnies
crossword puzzles
astrology
inspirational articles
art, theater, movie critiques
____ other: _____

If you could read about anything, what would you read about?_____

_____

INTEREST CHECK SHEET - TYPES OF READING:

Check Interest Areas / STUDENTS	True Life Adventure	Animal Stories	Hobbies	Science	Western Stories	Baseball	Fantasy	Criminals	Murder Mysteries	Famous People	Mathematics	Historical Tales	Mythology	Poetry	Movie Stars	Essays	How to Make Things	Football	Teen-agers' Problems	Nature Stories	Scientific Experiments	Science Fiction	Basketball	Dictionaries	Horses	Space Travel	Travel Articles	Encyclopedias	Politics	Motorcycles and Minibikes	Love and Romance	Car Magazines	Riddles and Jokes	Art and Music	Religion	Comic Books	Ghost Stories	Family Stories

INCOMPLETE SENTENCE INVENTORY:

NAME _____

1. Today I feel _____.
2. When I have to read, I _____.
3. I get angry when _____.
4. To be grown up _____.
5. My idea of a good time is _____.
6. I wish my parents knew _____.
7. School is _____.
8. I can't understand why _____.
9. I feel bad when _____.
10. I wish teachers _____.
11. I wish my mother _____.
12. Going to college _____.
13. To me, books _____.
14. People think I _____.
15. I like to read _____.
16. On weekends I _____.
17. I'd rather read than _____.
18. To me, homework _____.
19. I hope I'll never _____.
20. I wish people wouldn't _____.
21. When I finish high school _____.
22. I'm afraid _____.
23. Comic books _____.

24. When I take my report card home _____.

25. I am at my best when _____.

26. My home is usually _____.

27. Most brothers and sisters _____.

28. I don't know how _____.

29. When I read math _____.

30. I feel proud when _____.

31. The future looks _____.

32. I wish my father _____.

33. I like to read when _____.

34. I would like to be _____.

35. For me, studying _____.

36. I often worry about _____.

37. I wish I could _____.

38. Reading science _____.

39. I look forward to _____.

40. I wish _____.

41. I'd read more if _____.

42. When I read out loud _____.

43. My only regret _____.

Incomplete Sentence Projective Test. From: Thomas Boning and Richard Boning, "I'd Rather Read Than..." The Reading Teacher, Vol. 10, 1957, p. 197.

WHAT DOES THE WORD MAKE YOU THINK OF:

1. absent _____
2. awful _____
3. awkward _____
4. bake _____
5. band _____
6. bare _____
7. bear _____
8. bank _____
9. beautiful _____
10. belong _____
11. best _____
12. bicycle _____
13. bird _____
14. bite _____
15. bitter _____
16. black _____
17. blanket _____
18. boat _____
19. bone _____
20. book _____
21. borrow _____
22. brag _____
23. bright _____
24. bring _____
25. broad _____
26. brown _____
27. bustle _____
28. check _____
29. clean _____
30. cold _____
31. crackle _____
32. cross _____
33. cry _____
34. dark _____
35. dirty _____
36. dish _____
37. dull _____
38. feel _____
39. fine _____
40. fluffy _____
41. fun _____
42. fuzzy _____
43. home _____
44. hurry _____
45. hurt _____
46. ice _____
47. kind _____
48. lie _____
49. light _____
50. locks _____
51. luck _____
52. mean _____
53. merry _____
54. mess _____
55. mine _____
56. nice _____
57. night _____
58. noise _____
59. oozy _____
60. pity _____
61. present _____
62. pretty _____
63. pure _____
64. quick _____
65. quiet _____
66. red _____
67. rich _____
68. rotten _____
69. rough _____
70. round _____
71. sad _____
72. scratchy _____
73. sharp _____
74. shiny _____
75. silky _____
76. smooth _____
77. soft _____
78. swift _____
79. trap _____
80. trick _____
81. weep _____
82. wet _____
83. white _____
84. wilted _____
85. whisper _____

Source Unknown

READING READINESS

The following list is representative of the skills and attitudes which facilitate reading. A child must develop these skills and attitudes to insure success in his initial attempts at reading. Hence, kindergarten, first and even second grade are important times to teach the readiness skills for reading.

Visual:

The child should be able to see likenesses and differences first in concrete forms, then in representative ones, such as pictures or geometric forms. Only then will he be able to see likeness and differences between letters and words.

Auditory Skills:

A child may first learn to distinguish between familiar sounds - animal sounds, knocks, etc. - then to hear likenesses and differences in sounds of words and phonemes before he can learn to use phonics for recognizing words.

Language Skills:

Listening: The child is able to follow simple directions.

1. Individual: e.g., "Tommy, go to the closet and get three pencils."

2. Group: e.g., "Class, open your books to page nine."

A child is able to follow a series of directions involving two or more steps.

1. Individual: e.g., "Jane, get the blue book and take it to Mrs. Jones' room."

2. Group: e.g., "All the boys go to the school office, get the juice and cookies from Mrs. Anderson, and bring them back here."

The child is able to retain directions over a long period of time.

Speaking: The child needs adequate oral language in order to understand the written, including adequate vocabulary and pronunciation.

Simulation:

Each tutor develops an activity and teaches it to the rest of the group of tutors.

Auditory Skills:

1. Rhyming From Pictures - you show a picture of an object and the class gives all the words they can that rhyme with it (auditory-discrimination).

2. Tapping Game - child listens while you tap out a series of rhythms on the desk or blackboard and then tries to repeat the rhythms when he is called on (auditory-discrimination and memory).

3. Sounds Round About - have a class close their eyes and listen to the sounds and remember them. After 30 seconds or so, the children may report someone coughing, a child on the playground, a truck going by, etc. Encourage them to remember as many sounds as possible and try to locate them.

4. Trip to the Store - one child begins by saying he went to the store (any kind of store) to buy something, such as cake. The next child repeats the sentence and adds another item, "I went to the store and bought cake and bread." The next child repeats what has already been said and adds another item. Children vary in their ability to recall, but many are able to repeat six or eight items from memory.

5. Clapping Game - have one child leave the group and give another child some objects like a doll's shoe. The child can sit on the object, thus keeping it out of sight. When the first child returns to the group, children indicate whether he is "hot" by loud clapping or "cold" by soft clapping. The child guesses who has the shoe.

6. Use a drum, triangle, bells, a glass, two pieces of paper and have children become familiar with different noises. Then have a child face away and see if he can recognize the different sounds.

7. Teach the children the rhythm of various activities, such as jumping, skipping, hopping, walking, running. Have them guess what a child is doing from the sound they hear. One child could perform while the others have their eyes closed.

8. Have the children listen for words that rhyme. They can at times be asked to supply the missing word in a poem or jingle as:

Little Jack Horner sat in a _____.

9. Let them guess riddles, such as: "I'm thinking of something that sounds like room." (or, sounds like tall.") (broom or ball)

Visual Skills:

10. Symbols - the class is to match symbols. They are such things as blue stars, red circles, purple hexagons, yellow squares, green triangles and orange crescents (visual discrimination).

11. Letter Game - the class is given sheets prepared with short rows of lower case and capital letters. The class is then instructed to put a circle around the big letters or the small letters.

Example -- AAaa aaaaA AA

CCCcc ccC CcC

12. Finding Missing Parts - your materials are old readers, magazines or newspapers. Cut parts of pictures off and have the children name the missing parts. Example - cut off the tail of an animal (visual discrimination).

13. Seeing and Drawing - draw a large symbol on the blackboard. Choose which is reproduced easily. Let the children look at it for about 10 seconds; then cover or erase the symbol. Ask the children to reproduce it as accurately as possible (visual discrimination).

14. Guessing Game - line up a series of objects, pictures or toys on the floor. Ask the children to look carefully at all objects. Then tell them to close their eyes while you or a child removes one of the objects. Then ask the children to try to guess what is missing. You can use the same game, but move the objects around in different order and have the children put them back in proper left-to-right order.

15. Puzzles - ordinarily dime-store cardboard puzzles may be used to develop readiness. Puzzle pieces may be marked with numbers, letters of the alphabet or simple words and the place where the piece belongs should be marked the same. Children enjoy matching these (matching and fine muscle coordination).

16. Find the Missing Color - crayons, paints or paper of various colors are placed in a row. Children study them. One child covers his eyes while one color is removed. The child uncovers his eyes and tells the missing color. If the children know their colors and are rather mature, difficulty may be increased by removing more than one color.

17. Place several small familiar objects on a table and cover them with a cloth or piece of paper. Remove the cover, exposing the objects for a few seconds. Replace the cover and ask the children to name as many objects as they can recall. Gradually increase the number of objects exposed.

18. Expose a simple pattern for a few seconds, remove it and have the children draw it from memory.

19. Expose a picture containing a number of items. Remove it and have the children tell as many things as they remember seeing.

20. Describe some object and have the children guess what it is. "I am thinking of something little and white with long ears and a short tail and pink eyes," for example. Encourage children to try to visualize the object while it is being described. Describe the clothes and appearance of some child until the children can guess who is being described.

Language Skills:

21. Guessing opposites and seeing relationships. With a small group you may say such things as:

Candy is sweet but pickles are _____?

An airplane is fast but a horse is _____?

The sky is above, the ground is _____?

22. Storytelling: Round Robin - the children sit around in a circle. The teacher starts off by saying something like this: "Once there was a little boy." Individual children are called on, each to make up a sentence until a story is completed(concept building).

23. Policemen and Lost Child - one child is chosen to be the policeman. The teacher or a mature child describes someone in the group who is "lost" and the policeman "finds" him. The found child then becomes the policeman(interpretation and deduction).

24. Supplying Endings - you may read three or four lines of a story unknown to the children, who then supply endings to the story. These may be your own original stories, or they may actually be stories you will read at a later time(develops language abilities, habits of working in a group and interpretive skills).

Outline for Recognizing Reading Readiness:

1. Evidence of interest in reading (also of comprehending language)

   A. The child comes readily to reading.
   B. The child listens to stories with and without pictures.
   C. The child asks to be read to.
   D. The child listens to stories of varied lengths.
   E. The child uses a book to retell a story.

II. Handling books

   A. The child holds a book correctly.
   B. The child knows where the beginning of a book is.
   C. The child knows where the ending of a book is.
   D. The child knows where the title of a book is.
   E. The child turns the pages of a book correctly (right-to-left and one at a time).
   F. The child knows where the top of a book is.
   G. The child knows where the bottom of a book is.
   H. The child knows that a line of print is read left-to-right.
   I. The child observes the relationship between pictures and print.

III. Evidence of readiness to read

   A. The child responds to the pictures in a book.
   B. The child is able to "read" (tell) stories from pictures in a book.
      1. Familiar book
      2. Unfamiliar book
   C. The child "pretends" to read from a book.
   D. The child learns letters.
      1. Sounds (upper and lower case)
      2. Names (upper and lower case)
   E. The child can match like words.
   F. The child learns words (recognizes some words such as his name, etc.)
   G. The child asks for help in reading.
   H. The child listens to and understands stories read to him.
   I. The child completes assigned tasks.

Simulation:

Finger plays are excellent for listening and language development. Tutors may wish to practice these in a group setting.

1. Here's a ball,
   And here's a ball,
   And a great big ball I see.
   Shall we count them? Are you ready?
   One, Two, Three.

2. Sometimes I am tall,
Sometimes I am small,
Sometimes I am very, very tall,
Sometimes I am very, very small,
Sometimes small, sometimes tall,
Guess how I am now.

3. Father and mother and children three,
Living in a house we see,
All as busy as bees,
For they are the finger family.
Father plays the violin,
Mother plays the flute,
Little Billy plays the horn
Toot, toot, toot.

4. Five little squirrels sat in a tree.
Said the first little squirrel,
"What do I see?"
Said the second little squirrel,
"I see a gun."
Said the third little squirrel,
"Let's hide in the shade!"
Said the fifth little squirrel,
"I'm not afraid!"
When bang! went the gun,
And how those squirrels did run!

5. Here's a nest for Robin Redbreast,
Here's a hive for the Busy Bee,
Here's a hole for Jack Rabbit,
And here's a house for me.

6. Leaves are floating softly down,
They make a carpet on the ground.
They swish, the wind comes whistling by
And sends them dancing to the sky.
Two little dickey birds sitting on a wall,
One named Peter and the other named Paul,
Fly away, Peter,
Fly away, Paul,
Come back, Peter,
Come back, Paul.

7. Let's roll our hands.
And roll our hands,
And give our hands a clap.
And roll our hands,
And roll our hands,
And fold them in our laps.

SESSION II

THE READING PROCESS

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THE READING PROCESS

Language Experience Activities

Objectives:

1. The tutor will be able to name at least three activities used to teach reading with experience stories.

2. The tutor will be able to teach at least one lesson using the language experience approach to reading.

3. The tutor will be able to help a child bind his books.

Assessing Reading Difficulty

Objectives:

1. Given a reading level report on a particular child by the teacher, the tutor will be able to select graded materials appropriate for that child's instruction during the tutoring period.

2. The tutor will be able to use a rule of thumb guide to help a child select library books.

3. On the report form provided, the tutor will be able to list some words missed or read incorrectly, and check descriptions of behaviors that apply to a child's oral rendition of a passage.

Assessing Reading Skills

Objectives:

1. The tutor will be able to name three main categories of reading skills.

2. The tutor will be able to list at least two sub-skills included in each of the main categories.

3. The tutor will be able to follow a lesson plan in a practice activity.

4. The tutor will be able to conduct an oral reading lesson with a child.

5. The tutor will be able to name at least three interesting activities for practicing oral reading with expression.

6. The tutor will be able to outline the procedure for a directed reading lesson.

LANGUAGE EXPERIENCE AS AN APPROACH TO READING

Since language development is such an important prerequisite to success in learning to read, the use of language experience as a basic approach or as a supplement to the reading program seems logical. When we speak of language experience as a tool for teaching reading, we mean that we use the child's own experience in written form as his reading material. The tutor's task would be to help the child to talk about his experience, write or print it and read it.

Advantages of the Language Experience Approach to Reading:

1. Builds interest in reading through personal involvement.
2. Provides experience in oral and written communication along with reading.
3. Saves time by integrating language arts activities.
4. Can be used as a basic approach or as supplement to other reading programs.
5. Prevents children from becoming word readers by introducing written materials as "talk written down."
6. It is suitable for children of various backgrounds of experience and language.
7. Actively involves the learner.
8. It is a useful technique for all ages and varying abilities, including remedial students. Can be geared to child's interest and needs.
9. Stimulates and develops creative abilities.

Procedure:

Motivation for group individual stories is provided by field trips and activities such as planting seeds, flying kites, listening to music or sounds, looking at pictures, animals, etc. These experiences are followed by oral sharing of descriptions, feelings and associations resulting from the experience.

For beginning or nonreaders, a tutor serves as secretary for the author(s). Experience stories may be written individually or in a group. Individual stories may be made into individual or class books. Group stories are usually "wall stories." For beginners' individual stories, the aide could work with a group of 6-10 at a time. Pictures are the small child's first form of written expression, the first

language experience stories often begin with a picture. The tutor will, as children in a group complete their pictures, print or type the child's narrative below his picture. These should be large at first. Wall stories are usually a recording of common group experience - either first hand or vicarious. The procedure for recording is as follows:

1. Tutor and student(s) decide what they will say.

2. Tutor prints the story in large type* calling attention to left-to-right sequence, length of words, letters or sounds the child knows, unusual characteristics of words, or words the child knows as she writes. (At first this will probably be very short--a word, a phrase or a sentence each day.)

3. The tutor reads the story back to the child.

4. The child (children) reads the story with the tutor.

5. A child (or two children) reads the story alone.

6. The next day the tutor and children read the story (ies) again, <u>together</u>.

7. Child or children (volunteers at first) read the story alone.

8. When a child begins to know some words on sight, the tutor prints the words on cards for individual files (word game).

9. Some teachers have children trace over or copy sentences. (However, this could become very tedious if overdone.)

<u>Activities for a Language Experience Program</u>:

I. Learning to write sentences

   A. Practice writing sentences

      1. Take pictures with a camera and write a sentence about the picture.

      2. Write captions for cartoons.

      3. Write captions for bulletin boards using magazine pictures (or make a scrapbook).

      4. Label picture post cards for a book or display.

      5. Write riddles.

      6. Write telegrams.

*It is important to write the story as the student says it.

7. Have the child draw or paint a picture and write a sentence about it.

B. Beginning to put sentences together in sequence

1. A picture narrative (a series of pictures with captions as a sequence).

   a. An imaginative story or a story you have read.
   b. Directions for making something (craft project, cooking, etc.).
   c. An experience story - a trip, etc.
   d. A science story - the growth of a plant or frog, etc.

2. A television show - use a series of pictures on a roller.

3. A movie - real or on adding machine tape.

4. A cartoon strip (have children do their own or blank out balloons and let them fill in).

5. Narrative for filmstrip or slides.

C. Easy paragraph writing

1. Writing news, gossip, sports, review for movie, television show etc. for a class newspaper.

2. Keep a daily record of observation about animals or plants in the room.

3. Write a daily diary.

4. Write directions for games.

5. Write up science experiments.

6. Write about what you see, hear, smell or feel, e.g., give the child small bottles with various liquids to smell and have him write about what the smells make him think about.

<u>Association Game - Make a Pyramid of Words</u>:

1. Start with one word.

2. Write two words associated with it.

3. Write two words associated with those two words.

4. Write one word associated with each of two.

5. Write one word associated with two words.

6. Write a story or poem using those words, for example:

CLOUDS

WHITE FLUFFY

SNOW PURE SOFT LIGHT

AIR DOWN

WIND

Create Poetry:

An easy form of concrete poetry for children to write is one in which the letters are written so that the image is shown verbally and pictorially.

```
B
 I      Y
  R    L
   D  F
    S
```

Another way to get ideas going is to show children how to brainstorm. Just list all the ideas you can think of for the kind of story you want to write. This can be done with a group or an individual child. The object is to get lots of ideas, not to comment on any of them (pro or con); the wilder the idea, the better. Additional activities include:

Mad libs. Give children practice in identifying nouns (etc.) and increase vocabulary. They may be all nouns or all adjectives etc.

Hinky Pinks. Make up two rhyming words with definition, e.g., sloppy jalopy, mad dad, plain Jane, etc. Make up "have you ever seen rhymes", e.g., Have you ever seen a book look, a hat pat, etc.

Make up twosomes:

1. Find two things that go together.

2. Think of words that rhyme with the last word.

3. Choose one of the rhyming words and find something that goes with it, e.g., a dog with a bone, ice cream and a cone.

Diamonte. A diamond shaped poem featuring:

1. One subject (a noun)

2. Two adjectives (describing the subject)

3. Three participles (action words)

4. Four nouns related to subject

5. Three participles

6. Two adjectives

7. One noun opposite the subject, for example:

John

bright and energetic

hopping skipping jumping

bugs snakes turtles rocks

pretty sweet

Jean

It is important to the child that we indicate that we feel his writing is important. One way to do this is to put his writing in book form. The book may be kept in the classroom reading corner, displayed at a book fair or central library. Another way is to display writing, such as poems, on a tree.

Here are two methods for binding books:

I. Making a Handcover Book

A. Material

1. Paper for pages 7½ x 11

2. Cloth or wallpaper for cover 9" x 13"

3. Two pieces heavy cardboard 6" x 8"

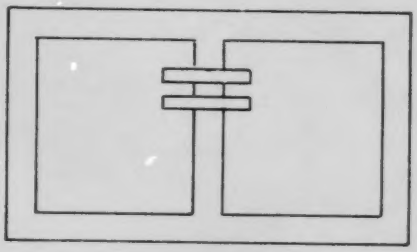
4. Kodak mounting tissue

5. Scissors, glue, needle and thread

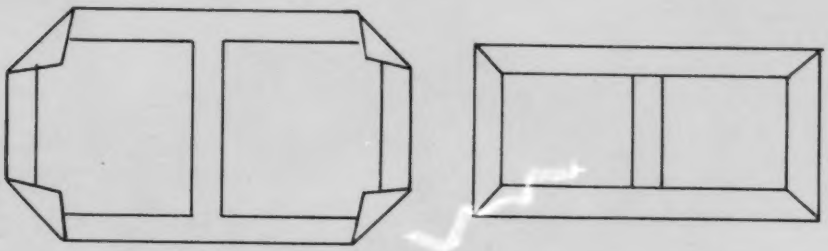
(NOTE: sizes are approximate)

B. Procedure

1. Lay cloth (or wallpaper flat). Place cardboard pieces on it with space between sections (tape cardboard). Materials should be about one inch bigger around the edge than the two pieces of cardboard:



2. Place mounting tissue between cardboard and cloth on each side. Iron it on or glue cloth to cardboard. Fold corners in and glue. Fold sides in and glue. Also fold top and bottom and glue (mounting tissue may be used here simply by cutting it the same size as cloth and ironing it down):



3. Fold paper for pages in half. Sew down center.

4. Glue first and last page to cover, or cut mounting tissue and iron it in.

5. Illustrations and story may be done on separate paper and glued in book.

II. Directions for Paper Cover Book

A. Materials for one book

1. Two sheets cardboard 5" x 7"

2. Two sheets light construction paper (or tagboard or rice paper), 7" x 12", yellow

3. Two sheets light construction paper , 5" x 12"; 10 pieces white paper, 7" x 9", pink

4. One piece dark construction paper, 7" x 9", purple

5. Two pieces dark construction paper, 5" x 7", green

B. Directions

1. Center piece of cardboard in the middle of the 7" x 12" paper horizontally. Fold the left and right sides in. Do the same with the second sheet. Then remove from cardboard. You will have two 3-fold sheets.

2. Fold 5" x 12" sheet (pink) over one piece of cardboard vertically.

3. Hold cardboard and paper previously folded (2). Tuck the ends of the light paper folded in Step 1 inside both open ends of the paper and cardboard. You should now have two pieces of cardboard covered with paper.

4. Fold each piece of white paper separately and place one inside the other (these are your pages).

5. Fold one piece of dark construction paper in half horizontally (purple).

6. Staple the white pages to the dark construction paper page at the top in the middle and at the bottom.

7. Tuck the two pieces of dark paper (green) into each side of the cardboard covers at the back (to form the binding).

8. Tuck the ends of the dark paper (stapled to the pages) into the side of the covers to form your book.

Voila! You have made a book.

MAJOR AREAS OF READING SKILLS

Reading is a complicated activity made up of many parts. The following descriptions will tell you about some of these parts. The child with whom you will be working will probably have trouble in some or all of these areas, so you will have to be familiar with how to help him in each one.

Comprehension:

One way to define reading is to say that it is bringing meaning to printed symbols. The child can say what the passage is about, he can find the facts and opinions in it, he thinks about it, and he can decide whether or not he agrees with it. He understands what he has read.

Recognizing Words:

Children need to learn to recognize words by:

1. Associating sounds and letters. There are two kinds of letters:

   a. The vowels are the letters a, e, i, o and u.
   b. The consonants are all the other letters like b, c, d, f, g, h, etc.

2. Associating combinations of letters which are sounded together, like th, ch, sh.

3. Associating letters put together into syllables, like "cog", "por", "lab".

4. Learning prefixes, which are groups of letters added to the beginning of a word to change the word's meaning. Some of these are "un" (unfortunate), "in" (intemperate) and "re" (recharge).

5. Learning suffixes, which are groups of letters added to the end of a word to change the word's meaning. Examples are "ing" (snowing), "ed" (looked) "able" (laughable).

6. Recognizing common words as a whole such as: the, he, can, walk, etc.

7. Understanding what words make sense together in a sentence.

Study Skills:

Ideally, reading must become a tool the child uses to help him find out what he wants and needs to know. So a part of teaching a child to read is showing him how to use his ability as a tool. He must learn about the dictionary, how to find information and how to gather

information into a logical outline. He must also learn how to read diagrams, graphs and maps.

Reading in the Content Areas:

The new reader must learn how to read and appreciate all sorts of material ranging from a storybook to a science text. So he must be provided with techniques for reading all these different types of materials. He will need to be able to appreciate meter, rhyme and figures of speech in order to appreciate poetry. His study of science will require quick and accurate grasp of facts and formulas.

Motivation:

Teachers care not only about how well a child can read, but how much he does read. A child who won't read is not much better off than a child who can't read. It helps a child when you can arouse his curiosity. If he wonders about something that he has experienced or heard about or seen on TV, help him to find his own answers. This may lead him to read on his own and to read many different materials.

Development Sequence of Reading Skills:

The following is a brief outline of the developmental sequence of most reading skills. Since children learn in different ways and at different rates, they will not learn them at the same time or in the same order.

Approximate grade levels: 1-3

1. Understanding stories that are read to them
2. Picking out words that are the same and different
3. Learning sight words (recognize and say)
4. Learning to recognize letters
5. Learning to hear beginning sounds of words
6. Learning to associate sounds and letters, particularly initial consonants and final consonants
7. Learning to rhyme words
8. Learning words with endings (s, es, ed, ing)
9. Learning literal meaning of words, phrases and sentences
10. Learning to use pauses and stops in oral reading for symbols of comma, period, question marks

11. Learning to substitute consonant sounds in known words to make new words

12. Consonant blends (associating sounds and symbols)

13. Learning that words must make sense in a sentence (using the context to recognize words)

14. Other phonic skills - digraphs (th, ch, sh, ng, nk, tch), silent consonants and vowels (short, long, silent and double variants, e.g., ou, ow, oi, oy, au, aw, etc.)

15. Simple word endings such as "er," "est," and plurals, "ies"

16. Paragraph - comprehension of main idea and details (answering who-what-where questions)

17. Learning to recall sequence of the story

18. Contractions

19. Syllabication

20. Answering broad questions about material read and making inferences, etc. (why-how-what-if questions)

21. Prefixes, suffixes and roots

22. Study skills (using dictionary and reference materials and increasing vocabulary)

GUIDELINES FOR TEACHING READING

Reading Levels:

It is important for the tutor to realize that a child should not be reading material so difficult that it frustrates him. Reading very difficult materials can teach a child to hate reading and develop habits that lead to poor comprehension. A child who develops a habit of making reading an exercise of calling words out without understanding their context, many of the words actually being misunderstood, will probably not attempt to understand easy material in which he knows the vocabulary.

A reading level describes a book or series of books and is used to indicate the difficulty of the material. It has nothing to do with the grade the child is in, though most of them are written in grade level terms.

These are the levels: Preprimer, primer, 1st reader, 2^1, 2^2, 3^1, 3^2, 4, 5 and 6.

A rule of thumb guide for primary level books is to find one in which the child misses less than five words per page (a page usually has about 200 words) or less than 5 per cent.

Informal Testing:

The most useful kinds of tests we use for evaluating performance in reading are the informal ones. We frequently use a series of paragraphs taken from different levels of a reading series (a paragraph from each book or level in a basal series) as a gauge for giving a child appropriate materials for instruction - in other words, to find out which book or books that the child can read without too much difficulty.

To find the appropriate level, ask the child to read until he can read without missing more than one word in 20 and until he is able to answer three or four questions about the material. The same gauge can be used for library books. If he misses more than five words on a page, the book is probably too hard.

In addition, the kinds of errors a child makes as he reads reveals a great deal. Look at the errors the child makes and ask these questions:

1. Are they common sight words? (works like this, there, said, are, etc.
2. Does he miss common endings like "ed," "ing," "er", and "est?"
3. Can he pronounce multisyllablic words?

4. If he substitutes a word for the one in the text, is it usually a vowel substitution, consonant, etc.

5. Does his substitution make sense?

6. Is he a word-by-word reader?

7. Does he understand what he reads?

More complete directions may be found on the following pages.

READING INVENTORY

Key for Determining Reading Level:

Paragraph A - Preprimer Level
21 words - one word missed - instructional level

Paragraph B - Primer Level
33 words - two words missed - instructional level

Paragraph C - First Reader
60 words - three words missed - instructional level

(Do not count names or the same word twice. Do not count a mispronunciation if it is characteristic of the child's speech.)

Paragraph D - Second Grade - first half
68 words - three to four words missed - instructional level

Paragraph E - Second Grade - second half
99 words - five words missed - instructional level

Paragraph F - 31
106 words - five to six words missed

Paragraph G
112 words - six words missed

NOTE: For all the paragraphs, the child at the appropriate level should be able to answer 75 per cent of the questions correctly.

Examples of Reading Levels:

Preprimer:

Ann can play.
Ann can jump and run.
Ann can see Skip.
Ann wants Skip to play.

Primer:

Billy said, "I saw the airplane.
I saw it in the water.
Come here, Skip.
I want my airplane.
Jump in and get it.
Get the airplane for me."

1 "Do you like the farm?" asked Daddy.
"Yes, I do," said Billy.
"There are many things on the farm.
We have a pony to ride.
I have a pet crow, too.
He comes to my window."

2[1] "When I came by the farm, I saw a big brown animal," said the bear.

"That animal pulled a wagon. I am big and brown, but I would not like to do that. Do all the animals on the farm have to work?"

2[2] The monkey knew well enough that when any crocodile opens its mouth wide, it shuts its eyes.

So while the stupid crocodile lay there, with his mouth open and his eyes shut, the monkey jumped. But he did not jump into the open mouth. The monkey landed on the crocodile's back. Then he quickly leaped across to his home.

3[1] Alexander, the mouse, lived in a beauty shop. One day he had a happy thought, "I will give myself a permanent[" So he did.

Alexander pranced around in front of the mirror and looked at the beautiful permanent in his tail. He danced to the left, and he danced to the right.

3[2] For many days the eagles had tried to get at the fawns. Jim and Betty thought it might be because of the strange color of the animals. While the children were talking about it, their father came.

"Something must be done for the safety of the fawns," Betty said. "Even though these eagles couldn't carry off one of the fawns, they separate the little ones from their mother. Then the poor fawns would not be fed."

4 The raccoon often escapes from a hunter's dogs. The dogs trail the raccoon by its scent on the ground. The raccoon seems to realize this and will dash across a creek or a log. Then he'll scurry along the edge of the creek to throw the dogs off the scent.

The raccoon has another good trick. He will climb a tree and scamper out on a limb. Then he will leap into the creek and swim downstream far away from the dogs.

5 Companies of young men, eager to seek fortunes, sometimes banded together to make the long journey to California. Many

people who were unable to go loaned money to help pay the expenses of the men who could go. In return, they were promised a reasonable share of the treasure that would be brought back.

6 Uranium is an energy mineral. In it, tiny particles are constantly in motion. Those millions of tiny particles make the click we hear in the Geiger counter detector. For a large amount of uranium, the clicking of the instrument would be much more noticeable.

Profile Sheet:

Number of errors	_____	_____	_____
Number of words in the paragraph	_____	_____	_____
Percentage of errors	_____	_____	_____
Number of questions answered correctly	_____	_____	_____

List Words Missed:

Ask these questions about the words missed. Check if the answer is yes.

Sight Words:

1. Are these words common sight words? _____

Structure:

2. Does the child miss common endings?
   e.g., ing, er, est, ly _____
3. Is he unable to pronounce multisyllable words? _____
4. Does he mispronounce common syllables? _____

Phonics:

5. Is he consistently missing the beginning or the end of the word? _____
6. Is he consistently missing consonants, blends and diagraphs? _____
   vowels? _____

Content Clues:

7. Does the child fail to correct his mistakes when they don't make sense? _____

Fluency:

8. Does the child fail to observe pronunciation? _____
9. Does he fail to use pitch and stress to add to meaning of the passage? _____

10. Is his reading choppy, pausing between every word? _____

11. Does he skip or add words? _____

12. Comprehension

    a. Is the child unable to get the main idea? _____

    b. Is the child able to retell the story? _____

    c. Does he seem to understand the word meanings? _____

    d. Does he remember important facts? _____

GUIDE FOR A READING LESSON

The following are suggestions for a method to follow in an oral reading lesson.

Discuss the Title of the Story:

Ask the child what he thinks the story will be about. Help him to identify with the story by relating to his own experiences, e.g., if the story is about horses, ask him if he's ridden a horse. If he hasn't, would he like to?

Discuss the Pictures:

Look at the pictures, see if the child can guess what will happen by reading the pictures.

Vocabulary:

Help the child with unfamiliar names and basic vocabulary you think he may not know before he begins to read.

Oral Reading:

As the child reads, help him with words he doesn't know. Keep a record of these words to study later. Don't chastise him if he reads a word incorrectly! Instead, ask him if that word made sense in the sentence. If not, ask him to try again. If he does not get the word the second time, supply the word without further comment and list it with your record of words missed.

If the child reads orally as if he were reading a list, show him how to read it as you did. Don't ask him to reread all of it. Just pick out one or two pieces of conversation (for example) and ask him to try reading as if he were talking. Be patient! The child will not learn the first lesson - so if he didn't do it well on repetition - don't repeat it over and over, just say, "That was a good try" and go on. If he does read better the second time say, "That was very good! You sounded just like Tom!" or something similar.

Check Comprehension:

Ask some questions about the story such as:

Do you think this really happened?
Was the story something like you expected it to be?
Does the title seem appropriate for the story?
What do you think he learned from his experiences?

See if you can remember (check a few important facts).

Study Words Missed:

Print each word on a small card (3" x 5" index card or similar). If the word is similar to one he knows, show him how he can work it out by substituting sounds, e.g., set/get or man/map. If he knows the word without the ending, show him the word with and without that ending, e.g., walk/walking. If not, help him look for other ways to remember the word. Have him look for the word in the story and read the sentence in which he finds the word. Finally, ask him to look at the card, then see if he can write it from memory (you are hiding the card); then show him the card to check. (If the child has a lot of difficulty remembering words, have him write the word twice--first looking at the word, then from memory.)

After you have studied the words missed in this manner, make up a game for practice. You can run off dittos of a treasure hunt game so that new words can be put on the trail each time you play (or play games with the pairs of cards as suggested in sight word lesson). The words should be printed in the spaces of a trail. Turn the spinner (or use dice) to see how many spaces players can advance. Read words to move ahead.

If the child can't read any of the books you have found, here are some suggestions:

1. Read to him. Ask him to follow along, stopping occasionally for him to supply a word (he can guess from the context).

2. Get a copy of a preprimer and teach the child the words listed in the back of the book. You can also have the child trace over the word with his finger after he's written it in clay or with crayon to help him remember the word.

3. Write some notes for the child to read using words he has just learned. Use his name in the selection, e.g.,

   "Tom, here is a letter for you. Can you read it?"

   Dear Tom,

   I like to read with you. We can work and play when we read.

   Mrs. _____

4. Have the child draw, cut out or take a picture, then tell you something about it. You print what he says below the picture and have him read it back.

Report Form:

This kind of form may be used to provide the teacher with information and/or for the tutor to keep for his own reference in future planning.

Tutor Report:

Tutor's name _____

Child's name _____

Date _____

For Oral Reading:

Book read _____ Pages _____

The book was too hard _____ (Child missed more than one word every other line - or more than five words on a page.)

The book was too easy _____ (He knew all the words - read smoothly)

Words not tried

words read incorrectly, e.g., was/saw

used expression _____

watched for signals (, . ?) _____

answered questions about the story _____

skips words or mixes them up _____

other comments

MAKING ORAL READING FUN

You will, as a reading tutor, often be asked to listen to a child read orally. This can become very boring to him (and to you), but it is good for the child who is not a very fluent reader to practice this skill. However, he should be learning to read with expression, pauses and stops in order to enhance his comprehension. Practicing word by word reading only teaches a student to turn off his attention and subsequent understanding.

Individual oral reading gives you an opportunity to focus on one child. Read aloud for the child showing him how to express emotions, using proper stress, inflections, pauses etc. Demonstrate that rate is important to the material. Pauses can be used for emphasis. Allow him to read it silently, if he wishes, before he reads it aloud. Then listen carefully, while he reads, make notes on his errors (unless this makes him nervous) and give constructive suggestions afterward.

Sometimes it will be helpful to the child if you can give him a special purpose for reading orally. Some of them are:

1. Allow the child to tape himself so that he can compare his reading at intervals to watch his progress.

2. Tape recordings can also be used for on the spot self-correcting and comparisons.

3. Let him practice for an opportunity to read to a younger child. As a guest reader, the child is a performer and thus is motivated to practice and perform to his best ability.

4. Prepare for a book talk. Children enjoy making pictures, transparencies or slides of scenes from one of their favorite stories. A child could prepare a shadow play, a series of transparencies, etc., which would be accompanied by his reading of excerpts (or all depending on length) from the book. This could either be "live" or on tape.

Choral Reading:

Practice reading poetry for choral reading is excellent. It helps children understand the importance of stress and pauses, and it helps them learn to enjoy poetry. Background music is effective for enhancing the reading of many poems.

Drama:

There are a number of collections of plays for reading aloud that are wonderful motivators for expressive reading. These can be used for puppet shows (record dialogue) or for shadow shows or pantomime. Many basal readers have occasional plays. Plays for Echo Reading and The Golden Goose are examples of good collections. Also, the

local telephone company has booklets for use on teletrainer sets which have some good plays. Older groups of children may write their own plays. Children who have been poor readers are particularly inspired by the opportunity to perform for their own class, other classes or for parents.

Media:

Allow students to play radio or television newscaster. Students may write their school news, sports news or bring articles from newspapers as material. Weekly Readers (child news) could also be used for this purpose.

Dialogues:

"Hello, Bill."
"Where are you going?"
"Downtown, Bill"
"To pay my gas Bill."
"How much Bill?"
"A ten dollar Bill."
"So long, Bill."

A. Don't go through that revolving door.
B. Why not?
A. My father is in it.
B. What's your father's name?
A. McGillicuddy.
B. Why, that's my name!
A. Father.
B. Son.

From A Rocket in My Pocket, by Carl Withers.

Jokes or Riddles:

The following can be read as simple dialogues.

I have two covers
But I have no bed
I cannot write
But I'm always read

Knock Knock
Who's there?
Duane
Duane who?
Duane the tub I'm drowning

Knock Knock
Who's there?
Banana
Banana Who?

Knock Knock
Who's there?
Banana
Banana Who?

Knock Knock
Who's there?
Orange
Orange who?
Oranga glad I didn't say Banana

It is also good activity for aides to read to (and with) the children.

Sometimes the aide can read stories leaving out a word occasionally for the child to fill in. This is especially effective with poetry or nursery rhymes. Sometimes children pick out books from the library that are difficult. An aide can read the book with the child or read most of the story, having the child fill in an occasional line.

DIRECTED READING LESSON

1. Explore the student's background. Ask questions to find out how much he knows about the subject. Build from this. Try to relate what he is about to read to something in which he is interested.

2. Review or teach for the first time necessary word attack skills (such as sounds and syllables).

3. Review or teach for the first time a comprehension skill such as finding details.

4. Look over the assignment with your student. Read the titles and subtitles. Discuss any pictures, charts or graphs. Read the first paragraph and ask: who, where, when, what, why questions. Read the questions at the end of the assignment. This will give the student specific things to look for as he reads.

5. Encourage silent reading. Watch the student as he reads and note particular problems he may have. Perhaps you can work on these later.

6. Discuss the assignment after he has read it. Have him re-read parts of the assignment to you to answer some of the questions.

SESSION III

READING INSTRUCTION

SESSION III

READING INSTRUCTION

Word Recognition

Objectives:

1. The tutor will be able to list at least two activities that can be used to teach basic sight words.

2. The tutor will associate the term "basic sight word list" with the Dolch 220 most commonly used words.

3. The tutor will be able to list at least two methods of association commonly used to help children remember sight words.

4. The tutor will be able to use a simple method for dividing words into syllables.

5. The tutor will be able to list two activities for teaching a child to correct words that don't make sense (using context clues).

6. The tutor will be able to list at least three common endings which change word meaning.

7. The tutor will be able to list at least two activities for helping a child to recognize a word containing such an ending.

8. The tutor will be able to teach one lesson designed to teach a child to recognize these endings.

9. The tutor will be able to list at least two skills necessary to better sound association.

10. The tutor will be able to construct and play two games for practice in phonics skills.

LESSON ON SIGHT WORDS

This lesson is intended for practice teaching, either in role playing with a tutor acting as the student or with a child.

Objectives:

Given one of the five sight words listed in today's lesson, the student will recognize and pronounce it after 30 seconds' exposure.

Words:	Materials:
only	5 cards with new words printed on them
right	5 blank cards (can use extras)
their	marker or felt-tip pen
when	poem about a bear
they	pencil or crayon

For the Tutor:

Introducing the words: "Today we are going to learn some new words and play a new word game. I have the words printed on these cards. (Show the cards and pronounce the words. Have the child say the words.) Here is a poem that has all the words in it. Let me read it for you. It's called 'B' is for Bear."

I like...

Bears

And lions

All right

And

Especially

In their

Cages

But

I like bears

And lions

The most

When

They are only

Just on

Pages

(from Sky Blue, D. C. Heath and Co.)

"Let's see if you have sharp eyes: Read the poem with me now and see if you can find the new words that are on these cards. When you find them, draw a circle around them." (Read poem together and stop for child to circle the five words.)

"We need pairs of cards to play this concentration game together. So we'll play a little memory game while you make cards just like the ones I made. I will show you the card for just a few seconds. Then I will hide it while you see if you can print the word on an empty card from memory." Show the card. Pronounce the word. Then hide it. The child writes the word. Then check it with the card to see if he wrote it correctly. This procedure may be used again for teaching sight words.

Practice activity: Shuffle the 10 cards and place them in two rows face down on the table. Players take turns turning up a pair of cards to try to get a match. As he turns the cards over, he pronounces the words. If the player makes a match, he has a trick. If not, he turns the cards back face down in the same position. Player with the most pairs wins. Either the tutor or the child may keep the cards. They may be added to other sets of similar sight-word cards the child makes in future lessons, and the game may be played with a bigger deck if the child appears to enjoy it.

Variations:

Other word games can be made, such as a race track with words around the track. Dice or a spinner can be used for moves. First one around the track wins. Commercial bingo games are available from Garrard Press with all the Dolch sight words in several sets.

Evaluation: If the child didn't learn all the words, some of the other methods suggested may be added. It would be a good idea to check at the next tutoring session to see whether the student remembers them.

Dolch Basic Sight Words:

Step 1

a	___	on	___
at	___	out	___
get	___	ride	___
has	___	soon	___
him	___	ten	___
in	___	the	___
into	___	two	___
jump	___	up	___
little	___	was	___
me	___	what	___

Date Completed _____

Step 2

are	___	it	___
as	___	its	___
by	___	know	___
call	___	may	___
did	___	one	___
fast	___	run	___
find	___	so	___
go	___	three	___
he	___	too	___
her	___	yes	___

Date Completed _____

Step 3

away	___	ran	___
be	___	red	___
big	___	saw	___
carry	___	see	___
down	___	stop	___
five	___	that	___
fly	___	this	___
no	___	to	___
of	___	we	___
put	___	you	___

Date Completed _____

Step 4

after	___	I	___
am	___	if	___
blue	___	like	___
came	___	look	___
can	___	not	___
cold	___	old	___
come	___	over	___
for	___	play	___
funny	___	will	___
had	___	who	___

Date Completed _____

Step 5

an	___	help	___
and	___	here	___
black	___	his	___
brown	___	she	___
but	___	some	___
going	___	went	___
good	___	with	___
green	___	yellow	___
have	___	your	___

Date Completed _____

Step 6

all	___	sit	___
around	___	thank	___
don't	___	then	___
eat	___	there	___
from	___	us	___
is	___	where	___
make	___	would	___
my	___	write	___
said	___		

Date Completed _____

Step 7

ask	___	once	___
best	___	own	___
clean	___	read	___
draw	___	shall	___
far	___	small	___
gave	___	them	___
not	___	today	___
kind	___	very	___
long	___	were	___
myself	___	work	___

Date Completed _____

Step 8

again	___	new	___
because	___	open	___
both	___	please	___
cut	___	round	___
eight	___	sing	___
found	___	take	___
got	___	they	___
hurt	___	try	___
let	___	warm	___
many	___	white	___

Date Completed _____

Step 9

about	___	never	___
ate	___	only	___
better	___	pick	___
could	___	right	___
drink	___	show	___
first	___	start	___
goes	___	these	___
how	___	together	___
laugh	___	walk	___
made	___	which	___

Date Completed _____

Step 10

always	___	now	___
been	___	or	___
bring	___	pretty	___
does	___	say	___
every	___	six	___
four	___	tell	___
grow	___	think	___
just	___	upon	___
light	___	wash	___
much	___	why	___

Date Completed _____

Step 11

any	___	off	___
before	___	our	___
buy	___	pull	___
done	___	seven	___
fall	___	sleep	___
full	___	their	___
hold	___	those	___
keep	___	use	___
live	___	well	___
must	___	wish	___

Date Completed _____

Stop:

Purpose: To practice instant recognition of words

Number: A small group

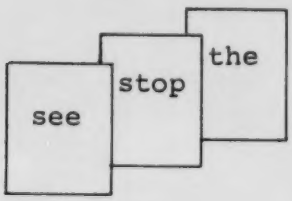
Materials: A stack of cards

Description:
1. Print the words to be studied on cards. Put a sentence using the word on the back.
2. Print the word "stop" on several cards. Scatter these cards throughout the deck.

Directions: Place the stack of cards in the middle of the table. The first player draws a card and says the word and reads the sentence. He continues until he comes to the word "stop". Then the next player starts. If a player misses a word, he gives up his turn. The player with the most cards wins.

Variation: The cards are dealt to the players. They in turn draw from the player to the right. The player drawing says the word and reads the sentence. If he is correct, he gets to keep it.

Diagnostic Value: Ability to recognize words instantly in isolation and context can be observed; patterns of errors to words missed may be determined. Ability to differentiate left and right may be observed.



Spinner Winner:

Purpose: To give practice in recognizing words that are to be reviewed

Number: A small group of two or more

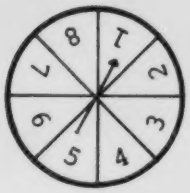
Materials: A stack of index cards and a spinner (or materials for making one), cardboard, a dressmaker pin and an old eraser.

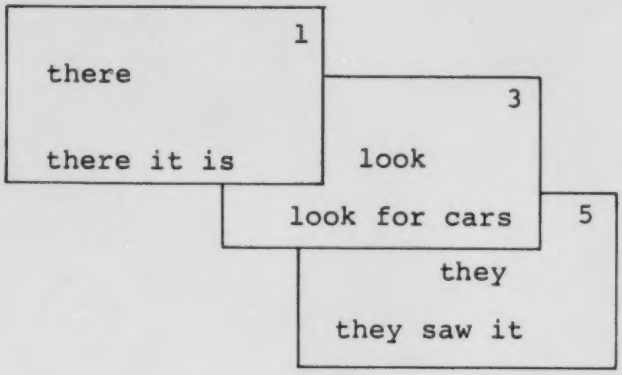
Description:
1. Print the words to be practiced on the index cards; put a sentence using the word below it on the card.
2. Cut a cardboard arrow.
3. Make a spinner by cutting a cardboard circle, dividing it into eight sections and randomly numbering the segments.
4. Stick the pin through the arrow and secure it with the eraser placed under the spinner.

Directions: Each child takes a turn spinning, then draws the number indicated by the spinner from the stack of word cards. In order to keep each card in his hand, the child must be able to identify the word. His opponent "checks" him. If the child misses the practice word, he must surrender it to the bottom of the deck. The player having the most cards when the deck is depleted is the "Spinner Winner."

Variations: Ask the children to make a list of their "trouble" words as the game progresses. Have them show the list to you when the game is finished.

Diagnostic Value: The teacher can tell which children know the words used . (See variation with pictures).





Word Race:

Purpose: To give practice in using words that have been introduced

Number: A small group

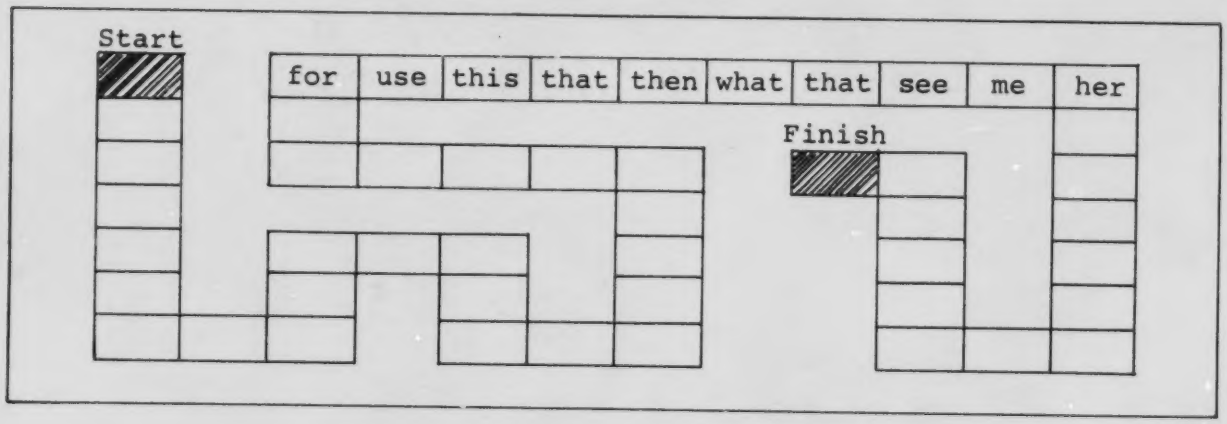
Materials: A game board, a spinner or dice, and markers for each player

Description:
1. Prepare a game board as shown. Use a manila folder or other available material. After drawing the basic game board design, cover the board with adhesive plastic.
2. Print words to be reviewed in each space. Use a crayon or water soluble pen. After use, the words can be erased. Ditto sheets also may be used.
3. Prepare a spinner as given above.
4. Cut squares of cardboard for markers.

Directions: Each player spins the spinner. As he moves the number of spaces indicated on the spinner, the player says each word. If a player is unable to call the word out, he must move back one space from his original starting point.

Variation: Let children design their own gameboards and rules. The words used could be troublesome words for individuals or could be practice for vocabulary introduced in the basal reader. The words could be used in oral context as each player moves.

Diagnostic Value: From this activity, the teacher can identify words which are causing problems for each player. By studying the problem words, a pattern of errors may be noted. If the words are used in oral context, you can tell if the student understands the meanings.



Fish:

Purpose: Same as other sight word games

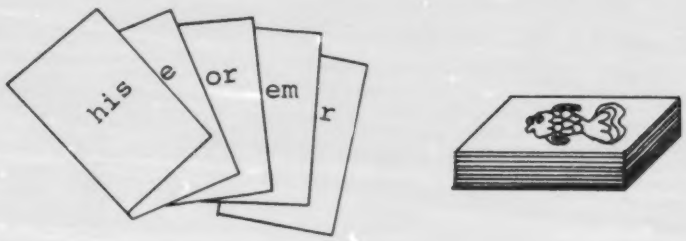
Number: Two, (a child and his tutor), three or more

Materials: Make two, three or four cards for every word to be learned.

Directions: This game is played like the game fish. Deal each player five cards, putting the rest of the cards face down in the center of the table for a draw pile. A player attempts to collect matching words by asking another player for a particular word. If he receives the card he requested, he may ask again. If he doen't, he draws from the draw pile, and the play passes to the next player. The winner is the person who has the most tricks after all the cards have been used.

Variation: If the tutor is playing with one child, he can play a cheat or fake game. The player who has been asked can pretend he doesn't have the card. The other player may challenge him by saying "fake," and the challenged player must show his hand. If the challenger was right, he can take mates to anything he has in this hand. If he was wrong, tne procedure is reversed and the challenger must give up any matches to his opponent's cards. (A player can also fake by asking for cards he doen't have--and be challenged.)

Diagnostic Value:



LESSON ON WORD PARTS

These are categories of word parts taught in grades 1-6. These categories are called "structural" clues to recognizing words or "morphemes."

Words in a Compound Word	Stem or Root	Inflectional Endings	Prefixes	Suffixes	Contractions	Possessives
fire man snow man some thing	do re/do/able	dog/s box/es walk/ed	dis/prove re/turn	help/less hard/ly	didn't won't	John's
Syllables						
lit/tle sur/prise		walk/ing small/er small/est				

Purpose: Given a known root word combined with a common inflectional ending, the student will recognize and pronounce the word.

Introduction to the lesson: Place these sentences on the blackboard or on a sheet of paper for the child to read.

painting	Jack_____the dog house.
painted	Mr. Jones will_____his house.
paint	Mary is_____a picture.

Taking one sentence at a time, ask the child to help you select the one that should complete the sentence. Ask him if he has used these words before.

What has been added to "paint" to make "painted"? What has been added to make "painting"?

Do these exercises together the same way.

stop	The bus_____for the train.
stopped	The bus_____at each street.
stopping	_____, look and listen before you cross the street.

jump	Jack_____over the candlestick.
jumped	The cow will_____over the moon.
jumping	The grasshopper is_____for joy.

help	"_____", cried the drowning man!
helped	The boys_____him out of the water.
helping	"Thanks for_____," said the man.

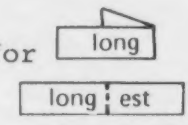
Practice Activity:

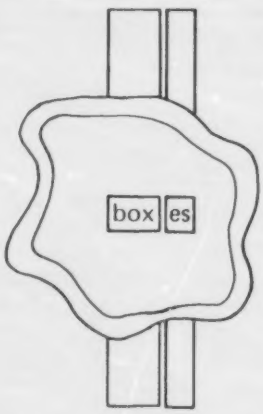
Materials: Cards with the following words in sets of four:

call	calls	called	calling
jump	jumps	jumped	jumping
walk	walks	walked	walking
help	helps	helped	helping
stop	stops	stopped	stopping
plant	plants	planted	planting
pull	pulls	pulled	pulling
lift	lifts	lifted	lifting
paint	paints	painted	painting

A game like "Authors" can be played with the cards. Cards are dealt five to each player. The remaining cards are left face down on the table. Players take turns drawing from the draw pile and discarding at each turn. Players may put down groups of three or four words with same stem, pronouncing them as played. A player may play a single card if it completes his book or his opponent's book. First player to go out (play all his cards) wins the game. Other activities include using word wheels made with two circles of construction paper or tag board fastened with a brad. The root word is placed in the middle ending on outer circle.

Word cards that fold back for practice activity.





Two strips of paper pass through two sets of slits -- pairing and making words.

SYLLABLES

When children have learned common endings, contractions and compound words, we begin to teach them about syllabication. Usually we teach it by having them listen to multisyllablic words being pronounced. Then we show them how the words are divided. These are important generalizations for children to remember:

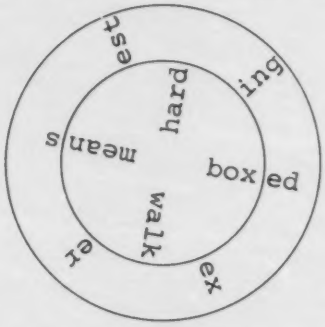
1. Every syllable has a vowel sound (ee, ea, ai, ou, oi, etc, are one sound).
2. Common affixes (prefixes and suffixes) form one syllable, e.g., tion, ble, less, diss, re. Divide the affixes first.
3. We usually divide syllables between two consonants (except when they form a blend or digraph), e.g., rab/bit; mar/ket.
4. When there is one consonant between syllables, we usually divide before the consonant, e.g., pa/per; mo/tion.

These rules can be used to divide most multisyllable words. Try this one:

1 2 3 4
le/gis/la/ture

1. four syllables
2. Divide common suffix "ture"
3. Divide the other two syllables using rule three and four.

1. To learn structural endings, make a word wheel with words in the center and endings round the edge. See how many words you can get in three minutes.



2. To learn plurals, play "Concentration" with the singular and plural forms of a word forming a pair, such as

mouse	mice				
house	houses		ladies		
dress	dresses				lady

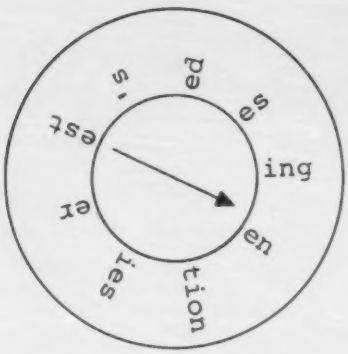
Structo:

Purpose: To learn to recognize inflectional endings

Number: 6-8 players

Materials: Cardboard circle approximately 12 inches in diameter with various word endings written on the edge (ed, est, es) and a hand or spinner fastened to the center. Cards are made with words and endings, e.g., played, playing with 30-40 cards included.

Directions: Deal cards to players. Each child spins the spinner. When the spinner stops, the player may discard the cards in his hand containing the ending pointed to, pronouncing the word on the card as he discards it. If he mispronounces the word, he must keep the card. The first player to get rid of all his cards wins.



Contraction Match:

Purpose: Practice the use of contractions in context

Number: Small group

Materials: Stack of index cards

Description: Print the contractions being studied on one set of index cards. On a second set of cards, print sentences that can use the contracted form. Be sure there are enough contraction cards and sentences to make pairs.

Directions: Deal out five cards to each player. Place the remaining cards in the center of the table. The first player draws a card. If he has a pair in his hand that matches, he puts those cards down. He then discards and the next player begins. The object is to get rid of all your cards.

Variation: Have students prepare their own cards for this game. While playing, have them record the contractions they don't know so that they can study them later.

Diagnostic Value: The ability of the student to use contractions can be observed.

Fixation:

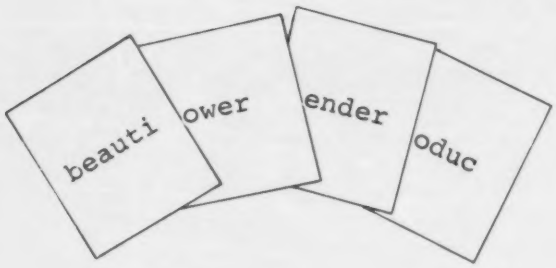
Purpose: Help students learn to recognize common prefixes and suffixes, as well as to pronounce words containing them.

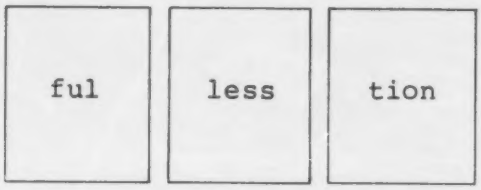
Materials: Make up one set of cards containing prefixes (or suffixes) and a set containing root words that may be used with them. Use two colors - one for each set. Make 28 of each.

Players: 3-7

Directions: Shuffle the cards separately. Deal root word cards to the players. Three cards containing prefixes (or suffixes) are placed face up in the center for play. (As these cards are used, they are replaced with cards from the remaining stack of affix cards. There are three cards face up at all times). The players, in turn, make as many words as they can using root words in their hand and prefixes or suffixes from the board. They must pronounce the word when played.

Winning: The winner is the player who gets rid of his cards first.





Divide:

Purpose: Practice to apply syllabication generalizations

Number: Small group

Materials: Tagboard, construction paper, index cards and a spinner

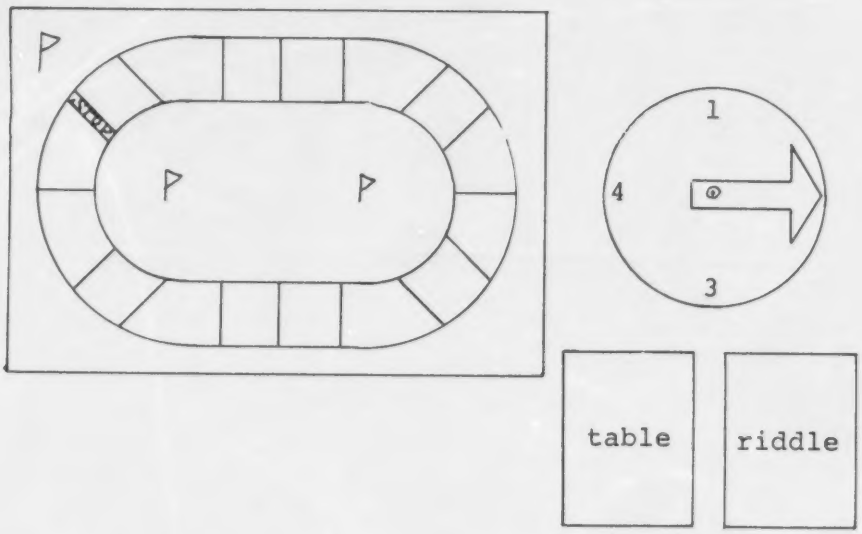
Description: Make a game board. Prepare a set of cards with words that follow syllabication generalizations that have been taught. Print one word on each card. If this is a practice activity, use sight words. If it is an application activity, use unknown words. Divide the cards into four different stacks with the fourth one being most difficult. Place on the appropriate square. Cut squares for pupils' markers or use objects such as paper clips.

Directions: Each player places his marker on start. The first person spins and draws a card from the designated pile. He must then divide the word into syllables. If he is correct, he can move the number of spaces that corresponds to the pile number. The object is to get around the board as many times as possible in the time allowed for the game.

Variation: For advanced students, nonsense words can be used. Students should be allowed to formulate their own rules. This game can be organized for a small or large number of syllable generalizations.

Diagnostic Value: From this activity, the teacher learns which students have learned to apply the generalizations and which have learned only to verbalize the generalization. If students are able to accurately figure out the words without being able to verbalize the generalization, there is no reason for concern.

The game will require supervision or an answer sheet with the corrected division of the words to be used as checked.



CONTEXT CLUES

Using context for recognizing words is a very important part of learning to read. The child who substitutes words that do not make sense for those in the text is the child who is not recognizing context. This is a skill that children obtain when they learn to talk. Understanding context is part of learning how words fit together in a sentence to make sense. However, some children do not apply this skill to reading until they are shown how to do it. A reader needs to use background experience with language and with the reading subject in order to anticipate what a word will be (and to correct himself if he makes an error). When a child does not recognize a word by sight, he should learn to think about what word or words would make sense, as well as how the spelling of the word corresponds to words he knows, e.g., "Mary is a happy little grill." This child is not using context. Though the word is the right part of speech, it still doesn't make sense. "The dog ran as far (instead of fast) as he could." This error does make sense. The child is using context. The mistake doesn't change the meaning much. "I land two big balls." This error is the wrong part of speech. The child doesn't use his knowledge of language.

Use of context clues is important to sentence comprehension and word meaning and hence may also be referred to as comprehension skill. Experience with correcting silly sentences, filling in blanks and/or unscrambling scrambled sentences is appropriate for children who need to learn to use context clues for recognizing words. The following are good activities or games for this purpose.

Sentence Pig:

Purpose: To develop understanding of sentence order (enables children to use word order for word recognition and sentence comprehension)

Number: 4-6

Materials: Colored cards. Make 30 cards in different colors representing five parts of speech, e.g., determiners: the, a, that, this, some, etc.

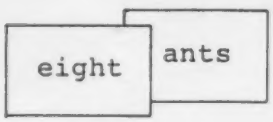
Description: Adjectives - little, pretty, black, old, etc.
Verbs - walks, ran, screamed, talks, etc.
Nouns - dog, girl, duck
Adverbs - slowly, fast, soon, early, etc.

Directions: Use 20 cards for four players, five of each color; 25 for five and 30 for six. Deal all the cards. Each player in turn passes one card to the player on his right. The object is to make a sentence. The first player who has a sentence lays down his cards and places his finger on his nose. Last player is the pig. (Sentences can be silly.)

Stupid Sayings: (11 points)

Materials: Make cards (Bingo size) with silly sentences, such as: "Elephants have long eyes." Other sentences include non-words, such as: "The boy bicked marvily."

A centipede has sore legs.
Aardvarks eat hats.
Horses were shoes.



Also make small cards with correct words printed on them.

Purpose: Practice in correcting errors in word recognition

Directions: Each player has a large card. Small cards form a draw pile. Players in turn draw a small card and attempt to play on it the large card in order to correct a stupid word, e.g., "eight" may be played in "sore". Player who corrects all his sentences first wins.

Missing Link Game:

Purpose: To develop skill in anticipating words from context

Number: 3-6 players

Materials: Select short articles or stories from old readers or newspapers of which you have multiple copies (or xerox copies of materials).

Description: Blot out one word per sentence from the article with black marker. Keep one original copy for answers.

Directions: Each child has a copy of the reading materials. Players in turn read a sentence and attempt to fill in the missing word. If the player reading the material is unable to supply the missing word in 30 seconds, other players have a chance to do so. If no one can, the group leader (who has answers) may supply a clue such as the first letter. The second clue might be a synonym for the word. Two clues are all that may be given. The group leader keeps score on each player. Ten points are given for guessing the missing word without a clue, seven points with one, and five points with two. The player with the most points wins.

Diagnostic Value:

Mary had a _____ lamb.
it's _____ was white as
snow. Everywhere _____
Mary went etc.

Answer Sheet
Mary had a little lamb.
etc.

Score Sheet

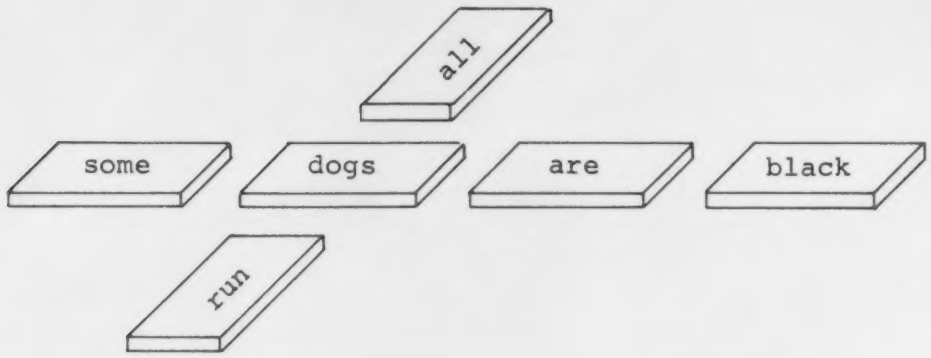
Name	1	2	3	4	5	6	7
Mary							
John							
Bill							
Helen							

Sentence Scrabble:

Materials: Dominoes, labeling tags

Description: Put labeling tape on a set of dominoes. Print basic sight words on them. Be sure to include nouns, verbs, determiners, adjectives and adverbs. Put numbers on words for scoring.

Directions: Each player gets five words. The first player makes a sentence using one or more words. The next player plays on the first player's sentence, either horizontally or vertically. Players draw dominoes from the draw pile to replace the ones used. If they can't play, they draw a word. Score according to points on the dominoes or score one for each word used. The player with the most points wins.



Context Detective:

Purpose: To give practice in using context clues

Number: A small group

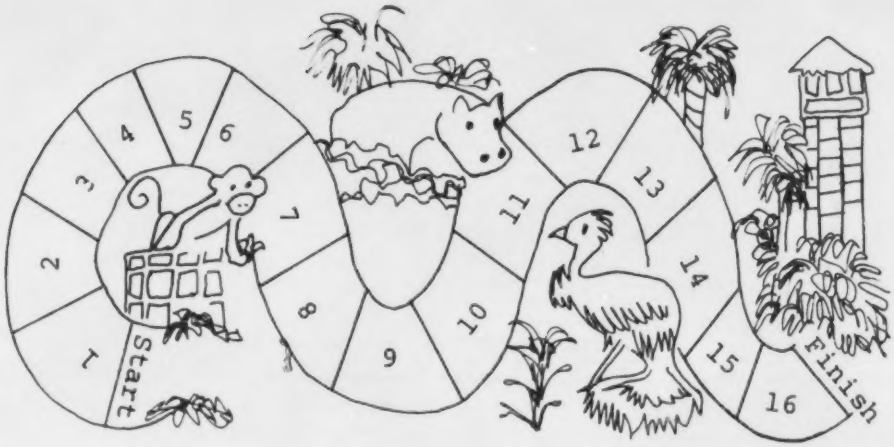
Materials: A tagborad and index cards

Description: Make a gameboard. On a set of cards print sentences which have had a word deleted.

Directions: Each player takes his turn drawing a card. If a player can complete the sentence with any acceptable answers, he moves his marker on the board the number of spaces designated on the front of the card.

Variation: Have students prepare the cards by selecting sentences from the newspaper. Also, the beginning or ending portion of the word could be given.

Diagnostic Value: Reveals the ability of the student to use context and gives the teacher the opportunity to observe the student.



will_____please
stop talking

The_____will
stay all night

LESSON ON PHONICS

Phonics is a one-word recognition skill. To use this skill, the reader must be able to recognize letters, to hear the separate sounds or phonemes that usually correspond with the letters and to associate one with the other. Then, too, he must be able to blend sounds to form syllables or words. Letter sound associations are usually taught in the following manner: Read a list of words that begin with the same sound, such as hat, hand, horse, hill, hide, hard, ham and heart, or read a sentence, such as "Harry Hanson has hot ham and hot hamburgers here." Try to emphasize the sound being taught. Have the child say them. In this case, he may be able to feel his breath as he says them. Sometimes looking in a mirror to see how his mouth looks as he says the sound helps him to remember it. Try tongue twisters after practicing listening to words that are the same. The child should hear them along with the ones that are different. He can practice by clapping hands, stamping his foot, hopping, etc. when the sound being learned appears. After he or she has learned to hear the sound, show him a list of words beginning with the letter and ask how they are the same. Then read them to him and ask which letter is associated with that sound. Children will need much practice with this. Hence many games can be used.

Practice Activity:

Materials: Card ruled into nine spaces (with a letter in each space), cover cards or beans and a list of words for tutor.

Procedure: The tutor reads a list of words. Student covers the letter with which the word begins. Three in a row constitute bingo or letto as this game is called. (You can also make the object of the game to cover all the letters.)

Word List:

hide	band
heart	hot
sand	hard
dog	car
baby	sink

h	d	f
n	p	m
b	c	n

Variations: 1. Guessing game could be played--"I'm thinking of a word and it starts with 'h'; it's something we do in Boy Scouts, etc."

2. A picture card can be used. Child matches beginning sounds of a word read with beginnings of pictured word (or use letters to match pictures).

Note: Single consonants and short vowels are usually taught first (hard sound of c and g before soft), then the long vowel silent pattern, double long vowel patterns ee, ea, ai, ay, oo (too sounds), ui, oa. Consonant blends come next -- combinations with l, r, w; consonant digraphs - ch, th, sh, wh, ph, gh. Finally the vowels like oi, oy, au, aw, ou, ow, vowels with r and l and silent letters (kn, gn, wr).

Activities that may be used for practice in learning to associate letters to sounds along with activities for practice in sound substitution and/or blending follow.

Directions: Ask student to read lists in order given. Write any errors or substitutions above each word. Place a check after each word on which the student hesitates or guesses.

List 1	List 2	List 3	List 4
1. bul	9. grete	15. paited	20. shirr
2. pyx	10. stace	16. neelk	21. squall
3. fam	11. gribe	17. meack	22. whith
4. jek	12. skote	18. loab	23. chask
5. kip	13. frute	19. muit	
6. rad	14. blent		
7. gog			
8. cos			

List 5	List 6
24. kno	31. thoink
25. gnot	32. schawn
26. wript	33. splow
27. fosten	34. broul
28. coign	35. snoy
29. adge	
30. fligh	

Single consonants:

_____ 1 through 10

_____ 15 through 19

Short vowels:

_____ 1 through 10
41 22 23
26 27 29

Consonant digraphs:

_____ 20 through 23
32

Long vowels, silent e:

_____9 through 13

Silent letters:

_____24 through 30

Consonant blends:

_____9 through 14
_____30 33 34 35

Vowel dipthongs:

_____31 through 35
_____15

Single consonants:

c = k	h	m	s	y
d	j	n	t	c = s
f	k	p	u	soft g
hard g	l	r	w	

Short vowels:

a as in cat
e as in
i as in
o as in
u as in

Long vowel, final e:

ā - ē rate
ē - e hide
ī - e shine
ō - e many do not follow this rule
ū - e cute

Consonant blends:

br	cr	dr	fr	gr	pr	tr
bl	cl	fl	pl	sl	sp	st
sm	sn	sc	sk	sw	tw	
scr	spr	str	thr	spl	str	

Vowel digraphs:

ai	ay	ee	ea (e)	oa	oo
ui					

Consonant digraphs:

sh	ch	th	wh	gu	ng	ck

Silent letters:

kn	as in	knew	gn	as in	sign
gh	as in	light	dge	as in	edge
wr	as in	wring			
b	as in	comb			
ten	as in	listen			
tch	as in	catch			

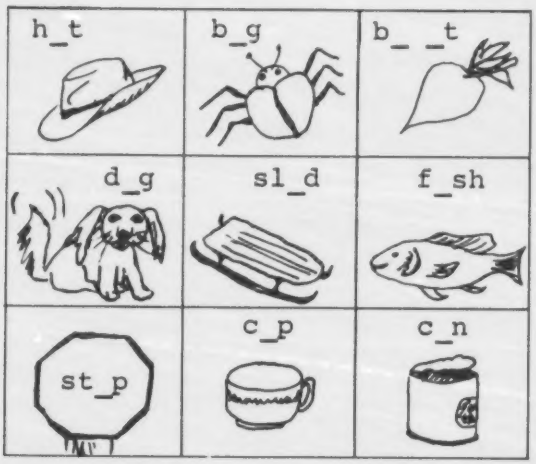
Vowel dipthong:

ou ow oi oy au aw

Sound Puzzles:

Materials and Directions: Ruled 9" x 12" tagboard into 12 squares. In each square illustrate one of the phonetic sounds the class has studied.

Example:



Cut small tagboard cards and on each card write the letter of a sound heard in one of the illustrations.

i	ee

Checkers:

Purpose: To develop students' ability to sound out words

Number: 2 players and 1 judge

Directions: The object of the game is to capture the opponent's checkers. Each square on the checker board has a vowel-consonant combination. Each checker is labeled with a consonant. To move, a player must pronounce the syllable formed by the consonant on his checker and the vowel-consonant on the square to which he wishes to move. To jump an opponent's checker, a player must pronounce the syllable formed by the consonant on his checker and the square to which he is jumping, as well as the syllable formed by his checker and the square under the checker he is jumping. If a player cannot pronounce a syllable, he loses a turn and the judge pronounces the syllable he missed. Next turn, the player may pronounce the same syllable to move.

A player must capture all of the opponent's men to win. If time runs out or both players are stumped, the player with the most checkers left on the board wins.

on	ig	op	er	of	op	in	um
at	am	in	ur	ir	id	ed	od
ed	it	up	ed	em	on	an	ag
ug	ad	er	ep	en	ox	ax	ap
ag	eg	ar	et	en	on	an	ad
en	an	ot	ed	in	ot	ed	at
in	it	ub	id	ed	en	eg	ut
id	up	em	op	ab	ub	em	um

Blend-Toe:

Purpose: To give practice in the sound-symbol association of initial consonant blends in the context of a word

Number: 2 players

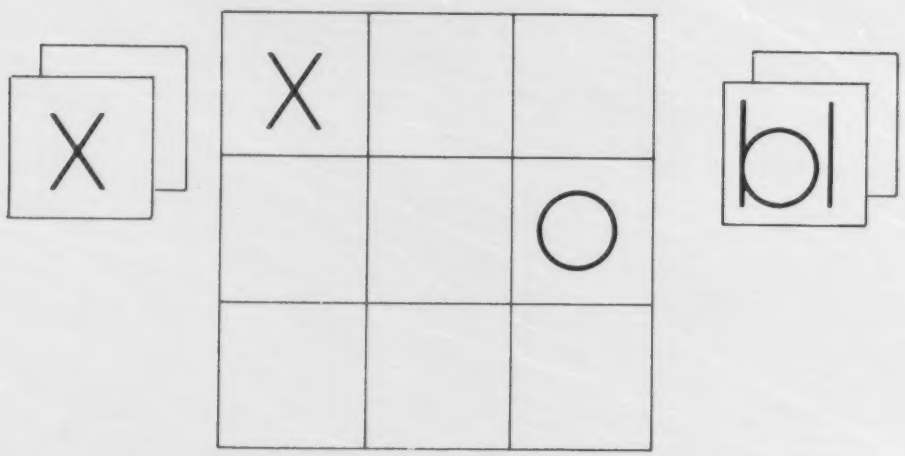
Materials: A large piece of poster board, two sets of markers ("X's" and "O's"), cardboard of stiff paper for cards and a small box of cards.

Description: Mark the poster board like a tic-tac-toe board. Make a set of eight "X" markers and a set of eight "O" markers. Make a set of cards for blends, printing one blend on each card.

Directions: Give each player a set of markers. The first player draws a blend card from the box. If he can name a word beginning with the blend, he can put a marker on the board. The next player takes a turn. The game continues until a player gets three markers in a row in any direction.

Variation: This activity can be used for initial or final consonants and digraphs.

Diagnostic Value: The teacher can tell if the players can associate the sound of a blend with the printed symbol.



Word Rummy:

Purpose: To give practice in blending words and learning common patterns

Number: 2 or more

Materials: Cards of different colors

Description: Make one set of cards for word pattern endings and one set of initial consonants, blends or digraphs. Cards of different colors will make sorting after the game has ended easier.

Directions: The object of the game is to make words by matching an initial consonant (or blend or digraph) with an ending pattern. The consonant set of cards is placed face down in the center of the table and becomes the draw pile. Patterned endings are dealt to the players. Players in turn draw a card from the draw pile, and if the player can make a word, he pronounces it and makes a trick. If not, he discards the consonant face up next to the draw pile. The next player may pick up the discard or draw from the pile. The first player to get rid of his cards wins.

Variation: Several sets of patterned endings may be made, one for each game.

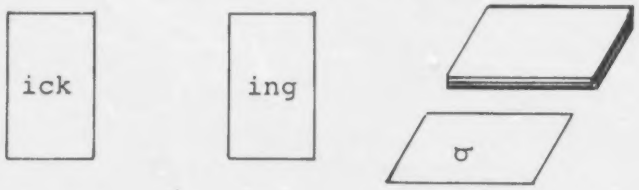
Group I - onk, ink, unk, ank, end, ond, and, ash, ish, ush, uch, unt, ant, int, ent, ask, esk, ing, ung, ang, ith, ath, oth, ist, est, ost, ast, ust, eck, ack, ick, ock, uck.

Group II - anch, inch, ench, unch, itch, atch, utch, otch, etch, amp, ump imp, act, ict, isp, ift, eft, elt, ilt, elp, engtth.

Group III - ard, ord, ird, ort, art, urt, ern, urn, orn, irst, urst, arm.

Group IV - ean, eam, eat, ear, ead, ay, air, ail, ait, ain, aint, ue, uit, eed, eet, eep, een, eer, igh, ight, oam, oat, oad, oast, oar.

Group I - oot, oon, oom. oost, oist, oin, oil, oy, ew, awn, aw, awl, aul, ause, aught, ow, own, ound, oud, our.



Digraph Baseball:

Purpose: To give practice in the association of the sound for a digraph in the context of the word

Number: 4-6 players to a team

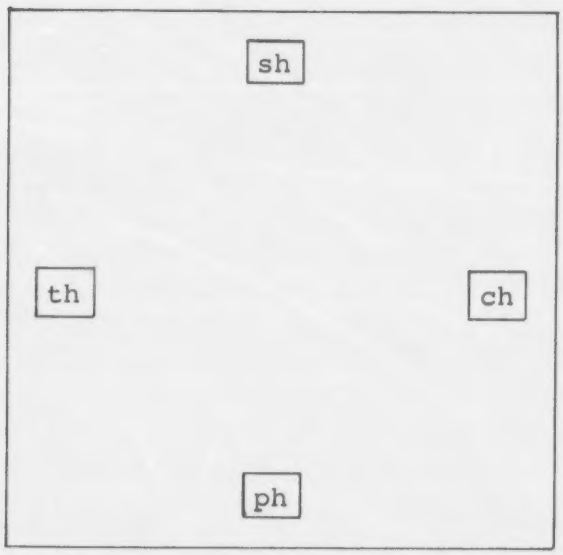
Materials: A chalkboard and chalk

Description: Draw a baseball diamond on the chalkboard for each team and letter each base with a digraph.

Directions: Divide the class into several small groups. Each group has a baseball diamond. A player names a word beginning or ending in the corresponding digraph at each base. If a player can go all around the bases, he scores a home run. Points can be scored for the number of bases covered for a home run.

Variation: This activity can be played on a large diamond on the floor.

Diagnostic Value: The pupil's level of oral vocabulary as well as his ability to use digraphs in the context of words can be noted.



Score					
A	B	A	B	A	B

Silent Consonants Race:

Purpose: To give practice in using silent consonants

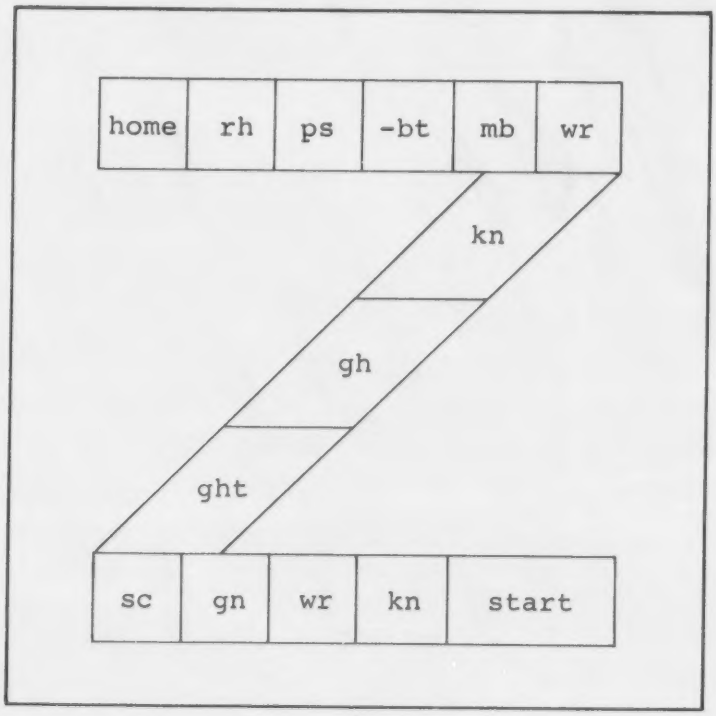
Number: A small group

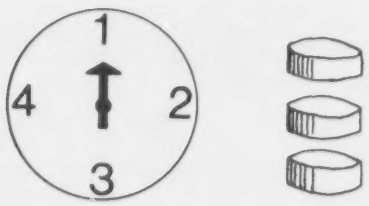
Materials: Poster board, markers and a spinner

Description: Have each player place his marker on start. The first player spins and moves the designated number of spaces. He must give a word that has the silent consonant combination indicated. If he cannot, he returns to his starting point. Record the number of laps made to determine the winner.

Variation: Use for blends or long and short vowels.

Diagnostic Value: From this game, the teacher should be able to tell which students can identify and use silent consonants in words.





SESSION IV

READING COMPREHENSION AND STUDY TECHNIQUES

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READING COMPREHENSION AND STUDY TECHNIQUES

Study Skills

Objectives:

1. The tutor will be able to list at least four special skills needed for reading in subject areas.

2. The tutor will be prepared to instruct a student in at least one study skill.

3. The tutor can list the steps involved in planning or teaching a leason.

4. The tutor will be able to make and play two games designed for teaching comprehension skills.

COMPREHENSION ACTIVITIES

Understanding what we read includes various levels of comprehension. Literal comprehension is the simplest form. This includes understanding words, sentences, phrases and paragraphs. Being able to answer detail questions related to who, what, when and where would also be included as well as being able to retell a story or a set of directions in sequence, follow directions and locate the main idea of a paragraph.

As we begin to get into higher levels of comprehension, we begin to include some thinking skills along with literal understanding. Inferential skills include ability to make inferences about characters, time and setting, to understand author's purpose, to perceive relationships, compare and contrast, draw conclusions, predict outcomes and understand cause and effect relationships. Critical reading demands even more thinking skills for evaluating story meaning.

Scoop:

Purpose: Comprehension of main idea

Grade level: 3-8

Number: 2-8

Materials: Playing cards containing paragraphs and headlines (with or without pictures)

Description: Cut articles from newspaper (or other reading materials). Old Weekly Readers are most suitable for children reading at primary levels. Paste paragraphs on one set of cards and headlines (and pictures where available) on the other set. Code them (make up a master answer sheet).

Directions: Deal the cards containing the paragraphs to the players. Use the other pile from a draw pile. Players in turn draw from the pile and attempt to match paragraph and main idea to make a trick. First to get rid of his cards wins.

Variation I: Mix cards together. Deal six cards to each player. The others form a draw pile. Players in turn discard one card to the player on their right, then draw and attempt to match. The next player picks up the card on his left, discards to his right, draws and plays. Player with the most tricks wins.

Variation II: Make up a question for each paragraph (according to code) and give bonus points if the player can also answer the question about his paragraph.

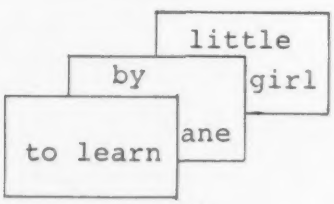
Answer Sheet
1. c
2. a
3. e
4. g
5. b
6. d

Concentration:

Materials: 18" x 24" poster board
9" x 12" poster board (for a 3" die)
thirty 3" x 3" poster board playing cards
pictures or illustrations for the die.

Directions: Produce the game board as illustrated on the following page. Illustrate the die and wrap with contact paper to form a cube. Print five cards to answer each detail question. Cards are placed face-down on each number square on the board. In turn, players toss the die and attempt to draw the card which answers the question indicated on the die. If the answer is correct, the player scores the number of points indicated on the square. Make the game self-correcting by providing an answer key.

?	C o m p r e h e n s i o n	?
	6 4 2 6 5 3 6 3 5 6 2 4 6	
?	C o n c e n t r a t i o n	?



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Comprehension Detective:

Materials: 22" x 28" poster board
Thirty 2" x 21" oaktag or poster board cards
Two 1 1/2" dice and contact paper

Directions: Illustrate the playing board as shown on the preceding page. Make two dice, one with the numbers 1-6 and the other giving the six detail questions: Who? What? When? Where? How? and Why? Cover the dice and playing board with contact paper. Using the list of Sentences Which Answer the Six Detail Questions, print one sentence on each card. You can make the game self-correcting by giving the answer to each question on the back side of each card as illustrated.

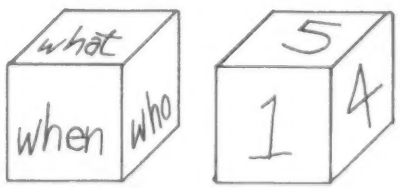
To begin play, place five cards, sentence side-up, on each of the six sentence spaces indicated on the playing board. Each player in turn tosses both dice. Suppose a player tosses the 4 and "who" question. He picks up the card and checks his response. If he is correct, he scores 4 points (the number which corresponds to the die and to the number of the card drawn). A score is kept throughout the game to determine the winner.

Who?	1	
What?	2	
When?	3	
Where?	4	
How?	5	
Why?	6	

Grandfather always walks quickly into the kitchen early in the morning for breakfast.

Who? Grandfather
What? always walks
When? early in the morning

Where? into the kitchen
How? quickly
Why? for breakfast



Comic Rummy:

Purpose: To teach sequence comprehension

Materials: Make 30 to 40 cards in sets of 1-5 pictures. Make a complete strip or cartoon feature by cutting strips into sections and pasting them on 2½" x 4" cards (laminate, if possible). Mark numbers in the set on each card (each card has a number "5". If there are four in set, each card has a number "4" on it, etc.) Write out answers or use an extra strip for answers (photo copy perhaps).

Players: 2 to 4

Play: Deal five cards to each player and form a draw pile with the remainder. Each player, in turn, passes one card to his left and draws from the pile. He may play a complete strip (reading it as he plays it) or discard and pass to next player. Players may draw from draw pile or discard pile.

Scoring and Winning: Score 2 points for a single cartoon, 5 points for a run of 3 or 4, and 10 points for a run of 5 (they must be played in sequence). Winner is the player with the most points.

SAMPLE LESSON

Study skills include learning to use card catalogues, tables of contents, indexes and reference tools. Learning how and when to use a dictionary, a telephone book, an encyclopedia, an almanac, etc., are important skills. The following is a sample lesson for teaching study skills. The lesson is intended primarily for the middle grades and beyond, but some of the simplest skills are appropriate for even a young child.

Lesson: Studying about Washington, D.C.

Purpose: Using the dictionary and learning vocabulary

The following is a list of words you may need to know. See if you can find them in your dictionary--building, office, capital, dome, court and Senate.

Questions to guide you in using the dictionary.

1. What will you need to look for first?
2. What second?
3. How can a "key word" help you?

Complete these sentences with one of the words on the list above.

1. Washington, D.C. is the_____of the U.S.
2. The capitol building has a lighted_____.
3. The men who serve in the _____write laws for our country.
4. The supreme_____interprets the laws of our land.

Purpose: Learning to use maps

Look at a map of the United States.

1. Find Washington, D.C. Find your city on the map.
2. What direction would you travel to get to Washington?
3. Will you cross any rivers? What are their names?
4. How far is it from where you live to Washington?
5. What state is the farthest away from Washington, D.C.?
6. Would you need to cross any mountains to get from Washington, D.C., to that state?
7. Would you need to cross any large bodies of water? If so, what?
8. What can you see from looking at the location of Washington, D.C., on the map that might give you some clues as to why it was chosen for a capital city?

Purpose: Learning to locate information

How could you find the following information in an encyclopedia?

1. What topic would you look for?
2. Which volume will you select?
3. How can key words help you?

Questions to be answered from the encyclopedia.

1. Why is our capital named Washington?
2. What are the members of the Supreme Court called?
3. Why do we need both the Senate and the House to make laws?
4. Who was our second president?

For locating specific facts, we usually ask "who-or-what" type questions. Numbers 2 and 4 are examples of such "who-or-what" questions. The other questions require the student to select and organize information.

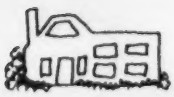
Purpose: Learning to follow directions

Make a map of your neighborhood and locate the school on your map (remember the top represents north, the bottom, south; the left represents west, and the right, east). Locate your friend's house and the nearest shopping area. Make a legend for your map.

Legend:

= my house

= stores

 = Tommy's house

= school

Put in the streets and the rivers, if any. Locate lakes and/or ocean.

Helps--What do the directions ask you to do? What will you do first? Next? Perhaps it would help to number the steps. When you are finished, check to see if you have left out anything. Read through and discuss the simulation lesson. Practice it if desired. Some discussion questions:

1. Why do you think these kinds of activities are most appropriate for teaching in intermediate grades?
2. What reading skills are necessary for science? math? social studies?

STUDY SKILL ACTIVITIES

Dictionary Concentration:

Purpose: To give students practice in interpreting dictionary spellings

Materials: Make up a set of 15-30 cards in pairs composed of word and dictionary spelling on one card and word or words with the same vowel sound on the other.

Directions: Play like other concentration games.

Damascus	(də-măs'kəs)	the glasses
Gorki	(gôr'ke)	porky
Kiel	(kēl)	meal
Nome	(Nōm)	foam
Toulouse	(tā-lo͞oz')	new shoes
Shanghai	(Shăng-hi')	tangy
Lausanne	(Lō-zăn')	slow fan
Holstein	(hōl'stēn)	no seam
Leicester	(lĕs'tar)	pester
Devon	(dĕv'ən)	seven
Suffolk	(sŭf'ək)	stomach
Duroc	(dŏu-rŏk')	wool sock
Mirage	(mi-razh)	garage
Kayak	(kĭ'äk)	my pack
bigot	(bĭgət)	rig it

Reffo:

Purpose: Help students learn what reference materials to use to find information

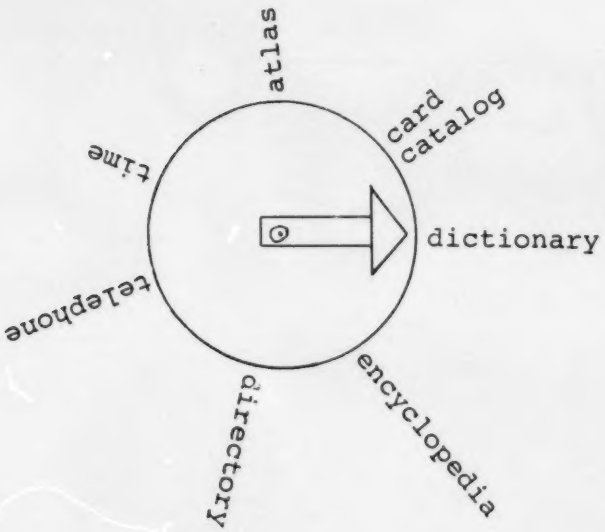
Players: 2 to 4

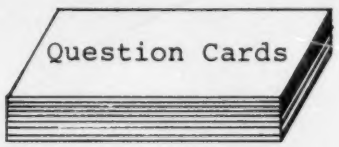
Materials: Make a large circle spinner (poster board) 8 to 10 inches in diameter. At various points on the circle,

use pictures and/or names of various reference materials such as telephone directory, dictionary, encyclopedia, atlas, etc. Make a set of cards (20 to 30) with questions students may need to answer, e.g., Are there any other people in town with the same name as yours? Is there more than one pronunciation for "project"? What island is located just south of Florida? Who invented the cotton gin? What time do planes leave for Los Angeles? Who was the author of To Kill a Mocking Bird? (Number cards and put answers on back of spinner by number.)

Play: Deal cards to players. Each player, in turn, turns the spinner. He may play one or more cards if he has a question(s) that may be answered in that reference, e.g., encyclopedia for "Who invented the cotton gin?" The winner is the player who gets rid of his cards first. Disputes may be answered by checking answers on back of card.

NOTE: New questions can be made periodically for students who need more practice.





EVALUATION OF STUDY SKILLS

Evaluation should be part of every meeting with the learner. Do you and the child feel successful? Are your techniques working? Are you achieving a specific skills and attitude change? If you ask these questions each session, your work will have a greater sense of direction and will undoubtedly be more successful.

Do you prepare for the next meeting by asking yourself what you need to do in order to move your student toward his objective? If you are not making any progress or getting along with the learner, do you discuss it with the program director or with the child's teacher so that they can advise you or give you another assignment.

The important person is the learner. You want to have him develop a positive attitude about reading and you want to help him gain the skills he needs to read well. Whether or not you are succeeding depends on whether or not you are meeting specific objectives for the learner. Given a dozen words that he has to learn by breaking them into syllables, is he able to perform the task when he is finished with the lesson? Given an objective that he should show some enthusiasm for a short story, is there any evidence that he is interested and willing to try another short story?

Three evaluation checklists are provided below to guide in the assessment of your work as a tutor of reading. The first is a simplified form for use in the actual tutoring situation for evaluation of both tutor and learner performance. The second and third checklists are for evaluation of the learner.

Report Form for Tutor Session:

1. Introduction:
   Were my directions adequate?
   Reaction: (one sentence)

2. Practice activity:
   Success
   Failures

3. Follow-up or evaluation:
   Did child have prerequisite skills? (Did he know what he needed to do to perform the task?)
   Is more practice needed?

_____

_____
tutor

_____
date

Suggested Form for Weekly Evaluation of Tutor Performance (self-evaluation):

Rate 1-4 (Low to high: 1=low positive feeling; 4=high positive feeling)

Preparation:

___ There were specific objective(s) for the lesson.
___ There was a clear plan on how to carry out the lesson.
___ Materials were there and ready to use.
___ A variety of activities kept lesson moving.
___ I praised and encouraged the learner often.
___ I made notes on learner's responses.
___ I showed enthusiasm for our work.
___ I gave the learner a sense of his progress toward his goal.
___ I have a clearer sense of the next steps to take.
___ Total points. As a record of progress you may want to compare totals and individual items from week to week.

Alternative Form for Evaluation of the Learner:

This checklist will serve as an evaluation of one lesson and a guide to planning for the next one.

Child's name_____Tutor_____

Date_____Time_____

1. Objective: (The purpose of this meeting was)_____

_____

2. Student reaction: (How did he respond?)

Rate 1-4 (low to high):

1. showed dislike
2. did not respond
3. responded without emotion
4. responded enthusiastically

___ to purpose of lesson

___ to books and materials (describe)_____

_____

___ to procedures (describe)_____

_____

3. To what extent was the purpose (skill or attitude) achieved? What can he now do?

_____

4. How can the next lesson be designed to improve his attitude or skill?

_____

SESSION V

INSTRUCTIONAL AIDS

SESSION V

INSTRUCTIONAL AIDS

Making Instructional Materials

Objectives:

Students need a variety of kinds of instruction in order to understand and remember what we want them to learn. Children, young and old, become bored with the lecture/blackboard presentations and with worksheets.

Classroom teachers usually have very little time to prepare instructional materials. However, aides can learn to prepare visual and audio materials for classroom use. Aides need instruction in how to prepare such material, and teachers need to learn about what kinds of things aides are able to do for them.

1. The tutor will be able to list at least two uses for slides and filmstrips for teaching reading skills.

2. The tutor will be able to describe at least one method for producing slides and filmstrips.

3. The tutor will be able to list at least three ways of using transparencies in the reading program.

4. The tutor can describe at least one method for making transparencies.

5. The tutor will be able to list at least two ways of using audio tapes in teaching reading.

6. The tutor will be able to list at least 4 helpful hints in making instructional games.

7. The tutor will be able to describe the major components of a learning center.

8. The tutor will be able to describe the materials that might be used in one type of learning center.

FILMSTRIPS AND SLIDES

Slides or filmstrips may be made to introduce new vocabulary words. They can be used to present one word at a time or to present a series of words in sentence form. Slides (or filmstrips) can be used as a tachistoscope to teach spelling or sight words. Words recorded on each slide are flashed in front of the students, and the students must try to write the words down. The slides are then shown a second time to show the children the correct spellings. Children enjoy this method of practicing spelling (and learning words), and they also improve visual discrimination from such practice. For practice in learning to divide and pronounce words, slides or filmstrips may be made of words with affixes.

Another use for filmstrips or slides is to interest children in recreational reading. Slides of illustrations for book talks or for audio tapes of books heightens a story's drama. In addition, slides may be used as scenery for a play or as a backdrop for dramatic readings, poems etc.

Camera:

Slides may be made by using a 35mm camera to take pictures of illustrations in a book. A camera that takes half-frame pictures can be used to make filmstrips. These are cheaper to make than slides. Simply ask to have them developed without mounting. If your projector has provisions for double frame filmstrips, the standard 35mm camera may be used for this also. However, pictures must be taken vertically rather than horizontally.

Direct Copy:

Slides may also be made by cutting squares of acetate film (notebook dividers, x-ray film etc.) into 1 7/8" squares, printing directly on the film with felt-tip pens and then mounting the slides on cardboard frames. (Ready mounts may be purchased in photography stores or may be cut from tagboard or file folders.) Use a toothpick and glue to mount the film.

Clay Lift:

Slides or transparencies may be made by the clay lift process. Choose glossy magazine pictures from magazines like Time, Life, National Geographic, etc. Cut a piece of clear contact paper 1 7/8" for slide (larger for a transparency). Remove backing from contact. Place picture face down on sticky surface and rub over picture with a spoon. Place picture and contact in bowl of warm water and liquid detergent until picture separates from contact. Remove picture and rinse off clay.

Transparency:

Rule off a master on ditto (black) or stencil (to make multiple masters). Slides are 1 7/8" filmstrips - rule off the slides in strips (show transparency of these). Lettering should then be typed, pencilled or cut and pasted from cartoons, newspaper, catalogs or maps. The letters must be black. The next steps are to make a transparency of the master, cut out and mount slides (as in the direct copy method) and then cut the filmstrips into strips with leader and trailer spliced (from film or stiff paper). Students who don't like to give oral reports can also accompany their filmstrip with tapes.

Transparencies may be used in the classroom for:

1. Reading material when there are not enough books or when children are tired of reading from books. Make one copy and project the transparencies overhead. Use this for songs, poems, stories, jokes, news information for discussion, etc.
2. Illustrations for storytelling or for accompanying audio tapes.
3. Visual motor development. Put dot puzzles on transparencies for students to draw. Other puzzles may also be used for learning letters, numbers, sight words or sentences.
4. Learning sight words. Put a word list on the transparency and make a mask for flashing words.
5. Making scramble word jingles for spelling practice, such as word pictures and crossword puzzles.
6. Developing vocabulary by facilitating word games.
7. Using worksheets on context clues and figurative language.
8. Creative writing in the form of comic strips and wanted posters, etc.
9. A listening or stimulating imagination exercise. Give kids a list of descriptions orally and see if they can match them with transparencies.
10. For phonics study, match pictures with beginning sounds - vowels etc. Use with or without tapes.

Steps for Making Transparencies:

1. Use a thermofax machine. A thermofax will copy a page directly from workbook or book by tearing it out and running it through the machine with film or by making a photo copy list and running that through the machine. (Material must be in black ink to copy in the thermofax.) A hand lettered master in pencil or a typed master with pencil drawings may also be run through the thermofax. Film may be purchased in clear acetate for color printing, or for blank copies and in color acetate for black. Frosted acetate may also be used. Aides should be instructed on how to operate the thermofax and make clear transparencies.
2. X-ray film or clear acetate is much cheaper than the film used in the copying machine. Felt-tip pens can be used on this film, hand drawn or traced from books, coloring books, etc.

3. Transparencies can also be made by the clay lift method described earlier.

Audio Tapes:

Audio tapes may be used in the classroom for:

1. Tape presentation of social studies lessons for severely retarded readers. The teacher prepares lessons by reading the social studies text on tape. Children needing this help listen on headphones while looking at the lesson in the books. Pupils may use markers to keep the place while listening and reading.

   In the preparation of tapes, the teacher may insert explanatory comments before or after difficult sentences, providing synonyms or phrases to define the difficult words or concepts. Lessons may be personalized by comments to individual members of the listening group.

   Study guides, with questions to be answered after each section or paragraph, may be used with pairs or teams of three to increase attention and pupil reaction. The tape recorder is turned off during the answering of study guides. Answers may be corrected by the teacher's taping of correct answers.

   This type of presentation aids word perception, utilizes the larger listening vocabularies and adds the "meaning signals" of oral reading. If desired, the new social studies words may be reviewed after the lesson.

2. Taped prereading presentations for poor readers. Introductory materials for reading or social studies lessons may be put on tape for use by groups who need help with new words or phrases or who need help by a general "idea map" of the reading selection. This consists of an introduction to the story and to the situations or ideas to be encountered.

   Stories may be presented on tapes prepared by the teacher. Children follow the story by looking at the text and keeping place with markers. Children then read the story orally, with partners taking turns.

   Stories may be presented through "repetitive reading." The children first hear the sentence or paragraph on tape, following with markers. When the tape says, "Now you read the same sentence," children read aloud. This may be done in chorus or by partners taking turns. This last may be done by tape direction. "Now I will read the same sentence." The story may be reread by pupils after the tape presentation by parts with partners taking turns.

Plays or dialogues may be presented on tape with the pupils following the text at the same time. Parts are assigned, with each child reading his part after hearing it. Then the play or dialogue is reread by the group without the aid of the tape.

Although the above practices may seem to lead to auditory memorization without real reading, they may give children desirable practice in easy reading as a contrast to much labored reading.

3. Oral reading emphasizing phrasing and expression. Children are provided with duplicated copies of a story. Teachers read the story on tape: children place vertical marks at the ends of phrases, then read the story in the same phrase. Partners take turns reading the paragraphs. For sentences, children are also provided with duplicated copies. On tape, the teacher reads the sentences emphasizing different words, while the students follow along.

Steps for Making Tapes:

1. Cassette tapes are suitable for small groups of children. In large groups, use reel to reel tapes. Invest in some good equipment and good quality. Cassette tapes of poor quality are frustrating to work with since some stick and are hard to hear.
2. Preface each tape with title and tell the listener what materials he will need. Tapes can be color coded by subject matter and level. Have child turn tape recorder off when he has questions to answer. If child is to put away tape, explain this on the tape. Tapes should be not more than 15 to 20 minutes for small children. Have them report to the teacher when finished.
3. Story tapes are the easiest tapes to prepare. Use a "read along" system for children to follow. Provide an incentive for child to follow along. Tell him when to turn pages. Instructions at the beginning should provide motivation for the story. A worksheet can be prepared to accompany the story. These should be color coded to match the tapes.
4. Phonics tapes are to be used to accompany transparencies or worksheets. Use a similar format for all. The worksheet (or transparency) could contain a series of pictured words. The child is asked to match vowel sound in the picture to the one in the word that is read, by numbering pictures, or he is asked to write the vowel he hears in a word or to write words with the same vowel sound. (play illustrations of tapes)

Making Instructional Games:

For teaching children the kinds of skills that require repetition for learning, games provide the variety, drama and stimulation necessary to keeping children's interest in the learning task. Supplies for making games include:

tagboard for large board games and bingo games
wooden clothes pins
poster board for spinners etc.
cards (3" x 5" or 2½" x 4")
brass fasteners
waterbase markers
contact paper
string cr snythetic yarn
rubber cement
ruler
school paper cutter
hole punch
scissors
protractor
workbook or catalogue pictures
contact paper

1. Have playing cards cut 2½" x 4" from scraps at printers. These are cheap and easier than cutting your own (also more even).

2. Use large oak tagboard covered with contact or file folders for game boards. These are easy to store and will hold up better than large poster board games.

3. All games can be made and stored in folders. Make envelopes of oak tagboard for storing cards.

4. Notch the right hand corner of playing cards for easy sorting.

5. Use two colors of cards for games that require sorted cards.

6. To make spinners spin: Use a hole punch to make a hole in the arrow. Use a brass fastener at least 3/4" long through spinner and the spinner board. Elevate the fastener 1/4" before fastening.

7. Apply contact paper without wrinkles by placing it sticky side up on a table.

8. Always overlap contact paper to avoid pulling edges.

9. Use water base markers under contact rather than permanent. Permanent markers bleed.

10. Contact paper will last longer than laminating. Laminating film will crack.

11. Save old workbooks with pictures. They are worth their weight in gold for making games.

12. Provide answers with the game where possible.

13. Games that may be used over and over for various skills are: lotto or bingo, concentration, go fish, rummy, progressive board games, dominoes.

14. Dice may be made from sponges, styrofoam or wood.

LEARNING CENTERS

Learning centers are an innovative way of individualizing the curriculum within the framework of a self-contained classroom. This technique of teaching allows the child to work at his own pace, utilize his own learning style, meet his particular needs and, at the same time, to have some positive relationship with his peer group.

Both the number and type of centers which can be developed are flexible and should be coordinated with specific curriculum plans. Learning centers can be used to parallel academic work, to reinforce concepts and to enrich any area of curriculum.

The key to a successful learning center is a well-defined lesson plan. The plan must have four components: (1) self-direction for the child, (2) provision for different ability levels, (3) stated objectives for each specific skill and (4) some means of evaluation.

Reading Stations:

1. Library corner for reading
2. Centers for creative drama or puppet shows
3. Listen and read stations
4. Oral reading with partners or on tape
5. Language experience (writing) centers
6. Game centers
7. Center for skill development using worksheets, tapes or activity cards
8. Project centers for research

Reading Techniques:

1. Listing assignments on the board
2. Listing assignments on a chart
3. Discussing assignments orally
4. Giving tickets
5. Using a job sheet or contract

Efficient Recordkeeping:

1. Individual folders on children
2. Looseleaf notebooks or expanded files
3. Wall charts or peg boards (Children are checked off as their work is completed.)
4. Records at each center indicating the children who used it and their evaluation of the center.

Samples of Child's Record Form:

My Work Today

I read____pages_____
I did a worksheet_____
I wrote a story; a poem
I played a reading game
I also_____

Books I Have Read

Title	Author

At the Center:

How did you like it?

Name	Time in	Time out	Good	Fair	Poor
			Keep it going	don't care	get rid of it

Job Sheet:

Child's Name_____

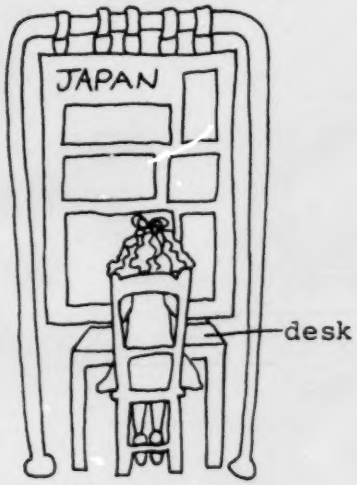
Activity	Mon.	Tues.	Wed.	Thurs.	Fri.
1. Follow taped directions					
2. Read into recorder from basal					
3. Typing (sight w.) spelling, etc.					

Construction of Learning Stations:

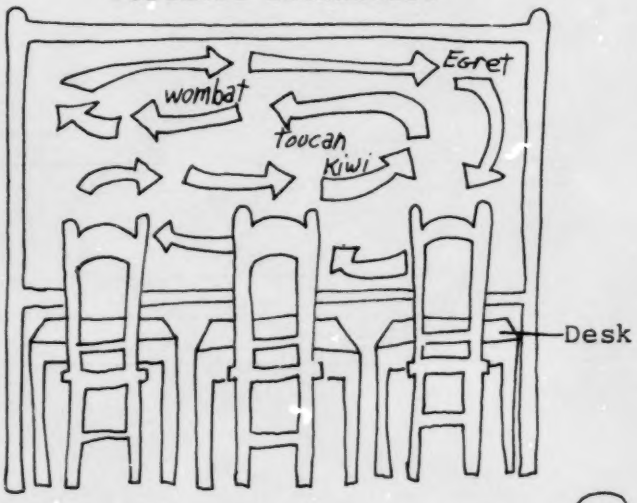
Dividers may be built with screens, bookcases, corrugated cardboard boxes, portable blackboards or filing cabinets. Learning stations may be constructed by:

1. Setting aside one or more desks for taping or listening activities.
2. Using one or more desks or tables with a portable chalkboard or bulletin boards between them.
3. Using art easels as display racks.
4. Constructing a poster board stand.
5. Using refrigerator packing boxes.
6. Making carrels from corrugated paper.

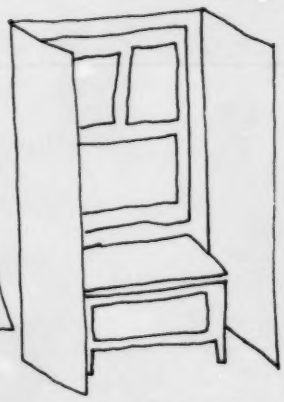
Chart Rack



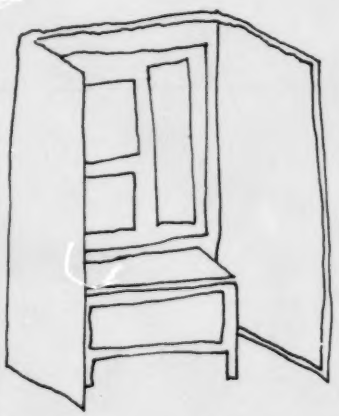
Portable Blackboard



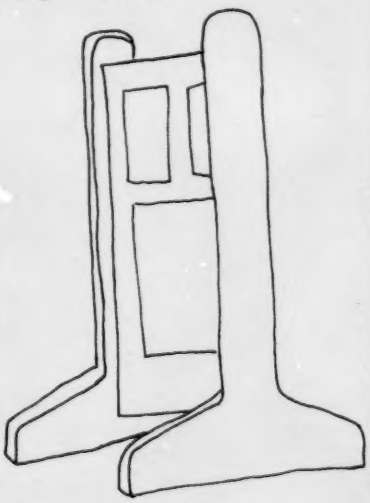
Art Easel



Refrigerator Box



Corrugated Cardboard



Poster Board Stand

Materials for Learning Centers:

The Library Corner: Poetry, picture books, joke books, dictionaries of slang, "how to-do-it" hobby books, game books, story books, comic books, basal readers at different levels, plays for oral reading, periodicals such as the Weekly Reader, class newspaper, magazines, books and stories written by children, experience charts, buddy reading books (sets of two), material for choral reading, cards for guided reading and for follow-up activities, card file of children's evaluation of books, bulletin board for reporting on number of books read, etc., and display of new books.

The Listening Corner: Headphones, tape recorder (or play-back), table or carrel, commercial and teacher-made tapes, books or stories and question sheets or sequence puzzles.

Language Experience Center: Individual story books, a touch and feel box, a smell center (bottles containing interesting smells), a weekly newspaper or newscast, pictures for magazines, travel folders, or picture post cards, filmstrips, slides and artwork to stimulate writing. Interesting objects to write about: (toys, shells, etc.) cartoons without titles and story starters may be used. A tape or record of sounds to write by the center may contain a set of talk cards which suggest how these materials may be used from which the children may choose.

Game Center: The game center may contain commercial, teacher and student-made games for developing word attack skills, spelling, vocabulary (word meanings) and math computation skills, etc. Games should be selected to meet specific individual needs and assigned to small groups for practice in these needed skills.